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ABSTRACT

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The thirty-nine activities presented in this manual on the educational environment encourage maximum participant involvement and small group experiences. These activities cover various strategies which can be used to improve the school learning environment. These strategies include: assessment; tutoring; individual skills development (interaction skills and learning skills); problem-solving; educational planning; environmental appraisal; and the organization of an educational development center. (This center is defined as an area for organized functions that may be provided in a given location or in several locations by a number of people serving as a team.) (The other seven staff development guides are available under ERIC CE 018 147, CE 018 150, CE 018 152, CE 018 157-158, CE 018 161, and CE 018 163.) (BM)

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THE EDUCATIONAL ENVIRONMENT

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May, 1976

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THE EDUCATIONAL ENVIRONMENT

ACTIVITIES

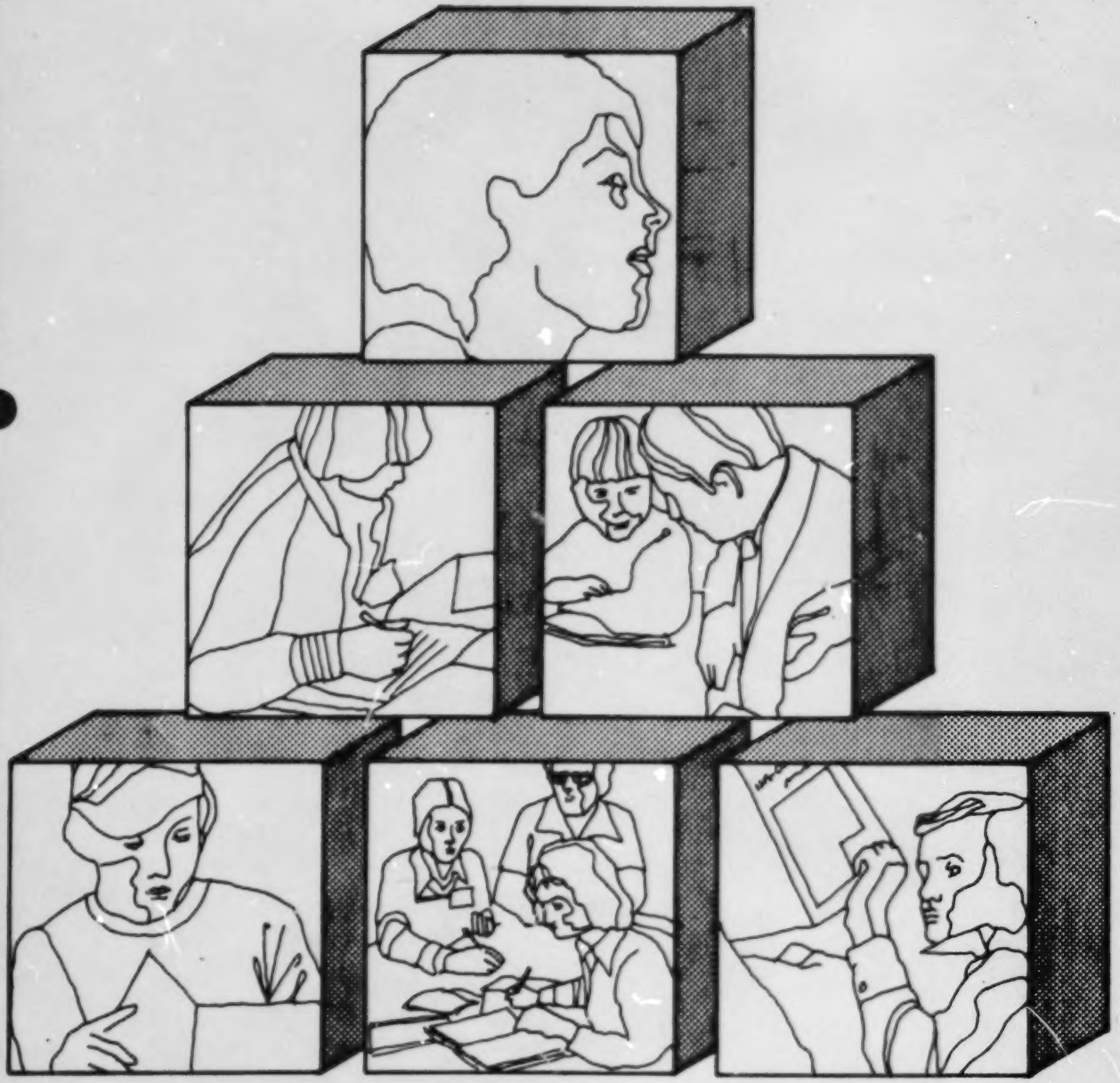


TABLE OF TRAINING ACTIVITIES

Activities	Time Requirements
I. Introduction	
1. Name Tag -- Milling, Sharing	½ hour
2. Childhood Surroundings -- Introspection	½ hour
3. Past and Present Environments -- Discussion	½ hour
4. Reading Assignment Review -- Discussion	½ hour
5. Want Ad -- Writing	½ hour
6. Priority Emphases in School -- Rank Ordering	½ hour
II. Assessment	
7. Assessment of Problems and Solution Formulation	½ hour
8. Resources for Assessment Problems	½ hour
III. Tutoring	
9. Designing a Tutoring Program	1 hour
IV. Individual Skills Development	
A. Interaction Skills	
1. Assertiveness	
10. Honest Presentation of Self and Personal Characteristics	½ hour
11. Assertiveness Quotient Questionaire	½ hour
12. Assertive Responses	1 hour
13. Assertive Discrimination Exercise	1 hour
2. Attentiveness	
14. Behavior Indicating Attentiveness	½ hour
15. Environmental Revisions Facilitating Attentiveness	1 hour
3. Listening	
16. Active Listening (Story)	½ hour

IV. Individual Skills Development

B. Learning Skills

1. Note Taking

17. Note-taking Practice ½ hour

18. Relationship between Note taking and memory/recall 3/4 hour

2. Time Utilization

19. Awareness of Personal Time Utilization ½ hour

20. Development of Individual Time Schedule 3/4 hour

21. Adapting Time Utilization Activities 19 & 20 for Student Use ½ hour

22. Practical Application of Time Utilization Concepts ½ hour

3. Effective Reading

23. Survey of Reading Attitudes ½ hour

24. Variations in Reading Styles (4 readings) 1 hour

4. Test Taking

25. Test Taking Attitude Awareness -- Process Wheels 1 hour

26. Developing Remediation Plans for Testing Problem Areas ½ hour

5. Understanding Directions

27. Understanding and Following Written Directions ½ hour

28. One-way Two-way Communications 1 hour

29. Blind Direction Following* (Leader only)

V. Problem Solving

30. Problem Solving Implementation Plan 1 hour

31. Crisis Problem Solving ½ hour

VI. Educational Planning

32. Role-play 1½ hours

VII. Environmental Appraisal

33. Career Guidance Climate Scales 1½ hours

34. Developing an Environmental Appraisal Plan 1½ hours

VIII. Center Organization and Development

A. Staff Development

35. Training Teachers ½ hour

36. Criteria for Effective Teaching ½ hour

37. Center Consultation Conferences (and Observation Inventory) 1½ hours

38. Staff Development Plan 2½ hours

B. Facility Development

39. Plan for Program Implementation 5 hours

This training manual is one part in a set of instructional materials developed to facilitate the efforts of Georgia educators in the planning and implementation of comprehensive career guidance programs. The manual is similar in format to other materials in the series. The materials are designed for use with small groups of counselors, teachers and career development specialists who are interested in improving their career guidance competencies. Each unit of training materials is based upon a particular aspect of a comprehensive career guidance system. Through this systematic approach the need for specific staff development program materials and activities can be determined and documented.

Related materials produced by the Georgia Career Guidance Project include audio cassette recordings, transparencies, a sound/slide series, a needs assessment instrument, charts, and various other support materials.

STAFF DEVELOPMENT WORKSHOP MATERIALS

CAREER GUIDANCE TEAMS

GRADES 7-12

The goals of any one area can be best understood in the context of the complete list of goals identified in the comprehensive needs assessment study. The focus of this training manual is on the development of staff competencies in the area of "The Educational Environment" (note enclosed box).

INTERPERSONAL EFFECTIVENESS	HUMAN RELATIONS SKILLS	RELATING WITH SIGNIFICANT OTHERS	SELF VALIDATION
	Trust and Intimacy	Family Relationships	Confidence
	Expressive and Assertive Skills	Peer Relationships	Independence
	Affiliation and Acceptance	Teacher/Adults Relationships	Identity
WORK AND LIFE SKILLS	DAILY LIVING	EMPLOYABILITY	WORK AND LEISURE ENVIRONMENTS
	Consumer Skills	Employment Preparation Skills	Work Expectations and Responsibilities
	Civic and Community Responsibilities	Job-Seeking Skills	Recreation and Leisure Interests
	Home and Family Responsibilities	Occupational/ Educational Knowledge	Work World Structures
LIFE CAREER PLANNING	PLANNING SKILLS	EDUCATIONAL ENVIRONMENT	SELF UNDERSTANDING
	Decision-Making Skills	Study/Learning Skills	Self Appraisal Skills
	Values Clarification and Development	Participation/ Involvement Skills	Abilities and Competency Development
	Goal Setting Responsibilities	Basic Academic Skills	Personal Development Responsibility

Staff Development Package

This training manual on "Educational Environment" was developed for use as support material for a staff which identified this process-outcome area as a priority need. The manual and accompanying materials were written to assist local career guidance teams in their efforts to improve the quality and quantity of their programs. A basic assumption underlying the development of these materials is that all of us benefit from periodic renewal.

The content of this manual is presented in both didactic and experiential modes to encourage maximum involvement of participants. Small group experiences are a part of the special attention given to the development of competencies for a team approach to implementation of career guidance programs.

The outline of the manual follows the basic learning model--from attitude development to knowledge acquistion or renewal, to technical and skill development and/or improvement, and then to development of implementation strategies and plans.

I. INTRODUCTION

A. Preface

The educational environment in which the children of our own society are involved is essentially an elaborate information system. From a multitude of facts and figures, concepts and goals, the students are expected to process the information relevant to them and apply to their lives the knowledge gained. While the students are barraged with increases in information, sources of information and information-based choices, they are offered fewer opportunities for developing personal skills that facilitate the processing of this information. For example, one of the methods most frequently employed by children in learning to process and sort information is association with adults. The adults with whom a child could, in the past, most readily associate included parents, siblings, and teachers. Today students have less contact with parents and siblings than ever before because specialized role functions frequently take family members away from the home. The schools, too, have developed into larger, more specialized units that at best do little to encourage establishment of significant relationships between students and teachers.

Processing information

Actual experience in the world of work also offered youth opportunities to develop information processing skills in the past. Where there were once positions that provided on-the-job training and experience for students, there is now a tendency for society

to isolate students from the world of work and confine them to the schools. A young person is no longer welcome in the business world without at least a high school diploma, while the majority of the jobs providing middle and upper level pay scales require post-high school training, either from vocational technical schools or colleges. This expansion of the educational requirements for employment has contributed greatly to the isolation of the student from the rest of society. Urie Bronfenbrenner (1972) describes the effect of practices which promote segregation between youth and adults. According to Bronfenbrenner, a child psychologist, children develop ability and identity through association with others. When denied such association, the child develops, isolated from the very individuals who provide social reference, in an exploitive and impoverished world.

Dilemma: lack of processing skills

Thus students find themselves in a dilemma: They are exposed to an environment which provides maximum quantities of information and at the same time eliminates traditional methods of processing that information. Where then do students find guidance in establishing personal priorities? How do they develop strategies and skills which will aid in the sorting of information and sources?

This training package addresses itself to the student skills that facilitate more productive processing of information/data by learners. Particular attention is paid to improving study and learning skills, participation and involvement skills and basic academic skills. These are broad groupings of skills most often

reported to be of critical interest to students in their pursuit of successful learning, and these are the three major skill groupings designated by the Georgia Career Guidance Project as components of the Educational Environment. (See data from needs assessment phase of the Georgia Career Guidance Project, 1975). More attention will be paid to these skills areas in the orientation and training sections of this package.

Educational Development Center

The recommended strategy or vehicle for organizing activities designed to help students improve their educational skills takes the form of an "Educational Development Center." The Center is defined as an area for organized functions that may be provided in a given location or in several locations by a number of people serving as a team. The Center's functions may be adopted in entirety or in part as deemed appropriate to specific school and student needs and resources. Bronfenbrenner (1972) supports the development of such a center when he suggests, as a solution to the problem of student alienation, that "a setting in which young and old can just sit and talk" among other things we need to provide.

This training package begins with an introduction which provides rationale for the package, reviews the needs assessment items directly related to this manual, and clarifies the position this manual holds in the total Career Guidance model. The orientation serves to (1) develop an awareness of the skills objectives for workshop participants, (2) develop an awareness of the specific student needs identified as components of the "educational

environment," (3) create an attitude toward learning that is proposed as a requisite for participant skills development, (4) demonstrate the Educational Development Center concept and the teacher/student interaction advocated for the Center, (5) acquaint team participants with the total training package for the Educational Development Center, and (6) acquaint team members with educational experiences that are considered models for the development of additional learning experiences by team members.

The training section consists of both experiential and didactic exercises designed to promote team member awareness and skills in the functions that may be included in a Educational Development Center. Finally, the organization and development of the Center is approached through experential exercises.

James S. Coleman, a professor of social relations at Johns Hopkins University, suggests in his article, "The Children Have Outgrown the Schools," that new electronic methods of communication such as television have created an information-rich, action-poor environment, and that increased pluralism in sources of information has created a child's world shaped by media rather than family or school. Because the child's productive activities are no longer useful to the family, the school has become a central focus in the child's life. Yet Coleman suggests that school systems must adapt to meet the increased needs of the students, and that this adaption should require schools to focus on those activities which in the past have largely been accomplished outside of the schools. Such

Influence of media

adaptations call for reorganization of the schools into a productive community setting which would prepare the young for adult roles in the larger, general community. In summary, Coleman calls for a concept of action-rich, continuous education to better train an individual to cope with a continually changing world.

Activity 1

Purpose: To facilitate an open learning environment by introducing participants to one another.

The following exercise is designed to help you get acquainted with other members of the workshop. You may find that it also helps you to know yourself a little better.

1. Choose a piece of colored construction paper--your preferred color--and magic markers. Write your name--as you wish to be called by team members--on one side in the middle. Embellish your name with flowers, art work, etc. as you wish.

2. Top right corner: complete this sentence: "In my professional role, the thing I do best is _____."

3. Top left corner: complete this sentence: "In my professional role, the thing I would like to do or improve my ability in _____."

4. At bottom of name tag: complete sentence: "School is a place where _____."

5. Around name: Make one word statements, all ending in "ing" describing the five things you like to do best--not restricted to things related to work. (For example, "dancing," "laughing."

6. Silently greet other team members and read each other name tags (milling). (5 minutes)

7. Choose one other team member; sit down together and verbally share name tags. (Why did you put the things on your name tag that you chose to include?) (3-5 minutes)

8. Choose one other team member (still dyads)--repeat. (3-5 minutes)

Now that your teacher has called time complete step 9 and after everyone has done so, share the sentences with the rest of the group if you wish.

9. On back of name tag: complete sentence: "I learned that I _____." (5 minutes)

I. INTRODUCTION

A. Preface

Throughout this training package it will be necessary for you to have access to a supply of newsprint (approximately 2' by 3') or any other inexpensive paper, magic markers, tape and a writing surface for all participants. Be sure to become familiar with this entire package before using it in a workshop or training group.

Prior to the workshop provide prospective participants a copy of an article relating to the Educational Environment. Educational journals are a good source articles of this type. Ask them to read the article before the workshop and to bring it with them to the first session at which time they will be held accountable for the content. The article will be the main focus of Activity 4.

You may wish to start the workshop by handing out the page from the participant's manual describing Activity 1--The Name Tag exercise. Then, once the initial activity is completed, you might present the introductory content pages as a way of providing a central focus for the workshop. At this time, it would be appropriate to mention that pages containing all of the content and activities will be distributed throughout the workshop for future use by the participant as a handbook or manual.

Activity 1

Name tag exercise

Purpose: (1) to establish a comfortable, open learning environment (as a Career Guidance Center in a school should have) and to build rapport among team members as a basis for active, shared learning for the duration of this training session.

(2) to break down barriers which may exist and facilitate full sharing and participation.

(3) to model the process advocated for the Career Guidance Center.

You should prepare team members for this training. The stage should be set so members won't be threatened. They should feel forced but helped to feel comfortable by exploring and working through sources of discomfort. You might also help team members process what they are learning about themselves, how they share with others, and how they react to others. At this point the objective of processing is self-awareness. At other points in the training, the leader may reprocess these exercises to show team members how to use them with students and school staff.

Materials needed: Magic markers, colored construction papers, masking or scotch tape or straight pins.

If participants seem to experience difficulty filling in their name tags, you may help them along by filling out one for yourself while the participants fill theirs out.

Note that you will need to provide pieces of construction paper to serve as the name tags. You might want to cut the pieces in such a way that they are a little larger than the ordinary name tag. This exercise should be conducted in a loose manner without too much structure. An option to steps 7 and 8 would be to have participants remain standing.

Activity 2

Purpose: To compare your recollections of the past with the present.

Activity: Your workshop leader will ask you several questions concerning your environment when you were young. You should think about each question as it is asked, but make no oral or written response. Later, you will have a chance to share your thoughts with the group.

Activity 2

Say to the group:

Take a few moments to allow yourself to reexperience what your environment was like when you were a child. You may find it easier to close your eyes and just imagine yourself as a child.

Can you recall:

... surroundings of your childhood
... your home as a child
... your town or city
... your neighborhood

Did you have:

... a radio
... a television
... a theater in town
(if so, can you recall any movies you saw)
... how about books
... and magazines
... and newspapers
... was there a local library
... a school library
... can you remember a teacher
... did your mother work
... how did you travel
... what did your school look like
... what did you study

Now, come back from your childhood recollections and think about these same items today--how have they changed?

After allowing five minutes of recollection in which you may want to softly ask the questions above, lead a group discussion comparing the past and the present. This is a less structured, more personal approach to the same purpose noted in the next activity.

As an option, you may wish to forego the discussion at this point and incorporate the content into the group discussion in the next activity.

Activity 3

Purpose: To further specify the differences in the past and present environment.

Instructions: Now you will have an opportunity to test some of the assumptions presented in the Preface by considering the changes which you have personally noticed in several elements of society. Discuss as a group several of the following items, noting a) the characteristics of the item as it is related to your life when you were a child, and b) characteristics of the item as it relates to your life today.

1. music
2. media
   a. television
   b. radio
   c. newspaper
   d. magazines
3. paperbacks
4. women working outside the home
5. transportation
   a. airplane
   b. car
   c. bus
   d. train
6. medicine

7. politics
8. school buildings
9. school curriculum
10. libraries
11. family life
12. restaurants

Activity 3

The purpose of this activity is to cause participants to become aware of the pluralism of information and information sources which has been steadily increasing over time. By asking participants to examine several items which relate to their own lives, it is hoped that they will personalize the need to reorganize our school to better meet the needs of the students.

1. Begin this activity by giving an example of what type of discussion is required. For instance, you might begin with an obvious comparison of the effect television had on your life as a child and its' effect today (considering the availability of television sets; time spent watching; types of programs available, etc.).
2. Following the example, encourage all participants to share their feelings on at least one item. All items listed need not be discussed and items not listed may be added.
3. After 10 or 15 minutes of interaction, make a list on newsprint of the items discussed for the whole to groun to see. Then ask the participants to indicate if the characteristics of each item discussed were significantly better then or now.

SAMPLE CHART

ITEM	BETTER THEN	BETTER NOW
LIBRARIES	7	24
RADIO	22	9

4. Allow a few minutes for discussion and reaction to the results of the chart but discourage arguments or discussion of who is right and who is wrong.

The point to emphasize whenever possible is the impact of information pluralism--the multitudes of media readily available. You might need to contain the tendency of the group to discuss the relative value of certain changes. Move the group toward concluding that students often need help more in the processing of information than in acquiring information, as in the past.

Activity 4

A packet on the subject of Educational Environments most certainly discuss, at some time, the subject of testing as well as study skills that can be effectively used in preparing for tests. Prior to this workshop you were given a reading assignment. The leader will now give further instructions for review of the reading.

Activity 4

Ask members to review the reading assignment which you gave them prior to coming to the session. The reading and review should serve a dual purpose: 1) provide an actual situation to explore team members learning habits, and 2) to provide good information relevant to the training package and useful to members.

In making the assignment to review the handout, remain intentionally vague, but tell participants they will at this time be held responsible for the information in the reading assignment. If you are asked about a test, simply mention that an evaluation will be used. Be prepared to handle resentment or resistance toward testing. You might want to note aloud how students must feel in similar situations. In actuality, when they complete the review expecting a test, you will tell them there will be no test. Then, ask participants to discuss the following:

1. What were your feelings when you were told there would be no test?
2. How did you feel about the content of the reading assignment? Was it important to you or did it seem inappropriate?
3. How did your feelings affect your commitment to doing a good job on the assignment?
4. Generate a list of the study skills you used in preparing for the test.
5. Generate a master list of all skills used. (As a leader you will record the master list on the chalkboard or newsprint.)
6. Generate a list of affective responses to this exercise (i.e., resistance; anger; anxious responses, etc.).

Wrap-up Experiences

Generate a list (perhaps by brainstorming) of the factors that affect student "learning" and emphasize that doing so should be based on team member experiences. Possible findings: 1) team members, like students, get bored too; 2) it's more than intelligence that determines how a person studies and learns. Again you might stress that workshop participants' reactions probably resemble what students feel in similar situations.

Activity 5

Purpose: Define qualifications required to teach study/learning skills.

Instructions: A person hired for the purpose of helping students develop study/learning skills must have certain qualifications.

1. Determine the qualifications you think a person who works with students on study/learning skills must have.
2. Write a classified ad to recruit this person.
3. Discuss your ad with the total group.

Activity 5

This activity inspires participants to think about qualifications necessary to help students develop study/learning skills. Later in the workshop you may want participants to write a new ad, compare it with the first ad, and determine if they would qualify for the job as they describe it. You may wish to have each member write an ad or break up the group into small task forces.

B. Orientation

The orientation is a presentation and conceptualization of design and approach in the workshop. You may wish to use this section as assigned reading outside of time set for team training. You may choose to discuss briefly the concept of an Educational Development Center, but in the training sections that follow you will find attention to each of the Center functions including organization.

How you present the remainder of this orientation section is up to you. Choose the mode (individual reading, outside assignment, leader comments, group discussion, etc.) or modes most comfortable for you.

B. Orientation

Orientation is a critical first step in the training process because it provides the foundation for the team members and the trainer on which the total training experiences will be built. To a large extent, the success and stability of the total experience is dependent on this function. As a person who will ultimately be training others, it is important that you recognize the role of orientation in training experiences you design.

Orientation has three major objectives:

1. To generate your awareness of the stands you are willing or not willing to take on important value issues that impact the whole area of "study/learning skills." When this awareness is not a part of training, we often do not understand our own receptiveness and resistances to issues that are raised or skills that are introduced later in training. Also, at some point when we return to put our training into practice, we may find ourselves in a situation which requires us to take a position. If we have not fully explored our personal feelings and values, and have not learned to do so, we may feel confused and stuck--unable to take needed action.

Value issues

2. To model the Educational Development Center concept and the teacher/student interaction advocated for the Center. The way in which training experiences are structured and processed, the interaction here between learner and trainer, and the responsibility given to you as a "learner" are meant to model

Modeling the Center concept

the structuring, processing, interaction and learner responsibility that should occur in the Center.

3. To acquaint the team with the total learning package for the Educational Development Center. An overview of the total package will give you a framework for connecting the different pieces of training as they occur.

Overview of package

The skills to be developed in this training package respond directly to needs identified by students in three basic areas: Study/Learning Skills, Participation/Involvement Skills, and Basic Academic Skills.

Students identified the following specific needs:

--To learn how to express my feelings better.
--To be more effective in speaking in class and in other groups.
--To improve my listening skills.
--To improve my awareness of current events and social problems.
--To improve my test taking skills.
--To develop learning habits and skills that I can use throughout life.
--To improve my ability to get the most out of my study time.
--To use my time more effectively.

The idea for an Educational Development Center grew directly out of the student expressed needs. The Center need not be an organization of comprehensive services in study/learning skills for students coordinated by a staff. A specific staff for such a Center is not necessary. In most cases, services may be provided and a real spirit of team work exists. This training package intends to provide Guidance Team members with the skills necessary to organize and deliver the functions that are a part

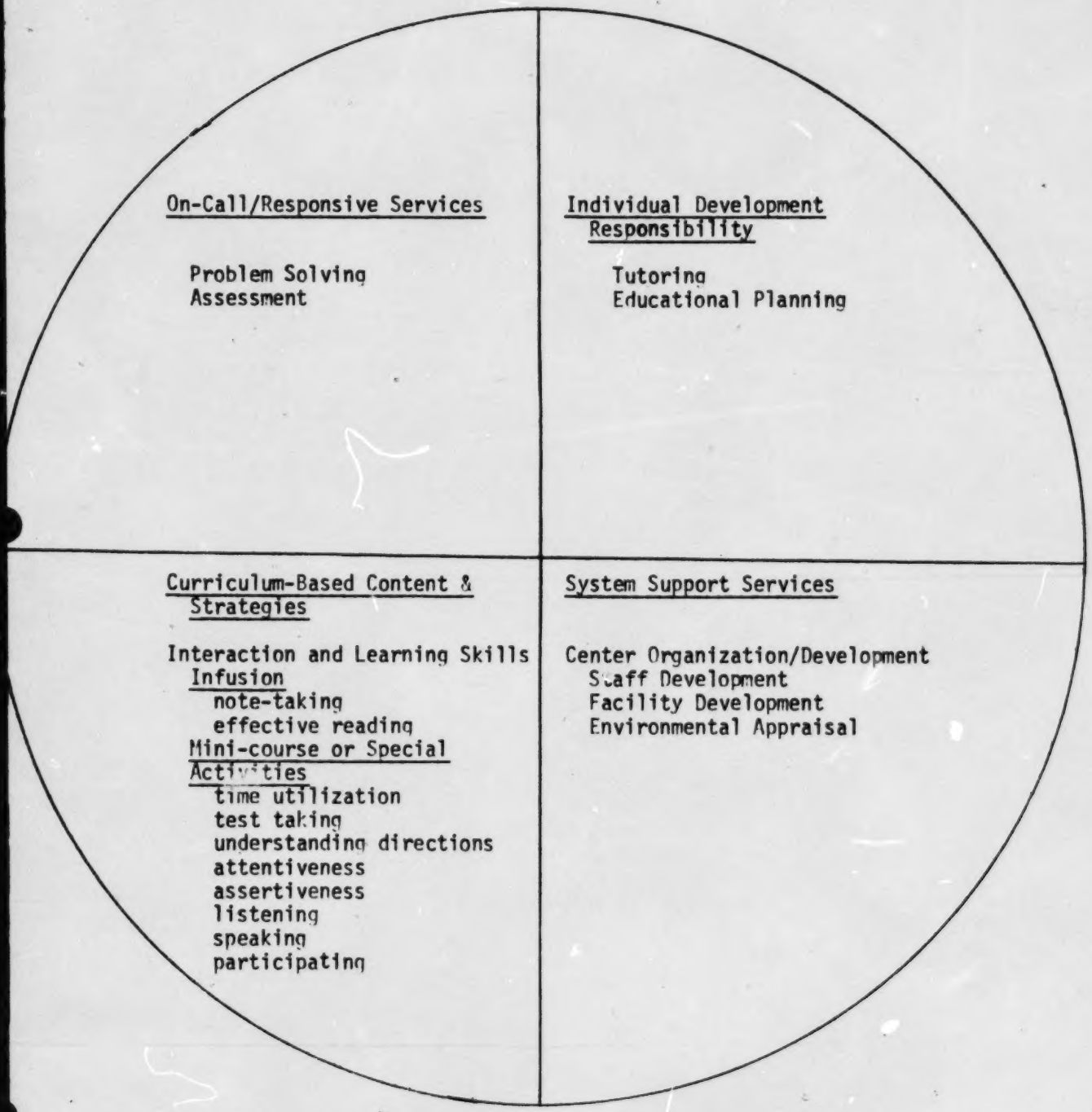
Student Needs Assessment

of a comprehensive Educational Development Center.

The functions of the Educational Development Center fall generally into two categories: direct services to students and the indirect service needed to make the direct services possible or more effective. Although the functions are described separately, it is important for the Guidance Team member to appreciate their interdependence and their complementary nature. To demonstrate this, the Center concept is visually represented as a circle. The functions are organized according to the Career Guidance Process model.

CAREER GUIDANCE PROCESSES MODEL:

EDUCATIONAL DEVELOPMENT CENTER FUNCTIONS



Activity 6

Purpose: To recognize the importance of creating a productive and positive educational environment.

Instructions: Listed below are several areas (interests and concerns) that may be a focus within our schools. Rank order (or place into priority levels high, medium, low) each of these based on how you see them emphasized presently in your school.

Study skills laboratory
Effective reading
Interpersonal skills
Tutorial services
Traditional counseling
Teaching traditional curriculum areas
Supervising lunch room
In-service training
Innovative curriculum
Needs assessment
Learning skills such as note-taking or test-taking
Male oriented sports
Extracurricular clubs and organizations
Student's expressive skills--speaking, etc.

Activity 6

When participants have rank ordered the list you might ask them to also note and order any areas of focus not found on the list. Your follow-up discussion should focus on:

1. What have you found to be the strongest emphasis in your school?
2. If the areas covered in this packet are low priority can you foresee ways to change this?
3. How is success in the classroom related to areas covered in this packet?

You may want to spend a few minutes discussing the impact of our priorities on the educational environment. By allowing students to become more successful learners we can increase the positive and productive atmosphere of the educational environment.

The design and functions of an Educational Development Center are presented here in an order most useful for center implementation. Beginning with assessment, the first step in any program, we move to a discussion of direct services in the school and finally to the support services needed to complete the center. Center development is the function described last because it responds to all of the other functions by training staff to provide the functions. Understanding the basic concept and skills for each function will better enable you to direct further center development. After orientation is completed, your training experience for each center function will follow the same logical order, so that you may appreciate the interdependence of the functions and may build on the content and skills developed in preceding activities. The last training experience will give you an opportunity to put the total center concept together again (after looking at the separate pieces), to consider ways to organize the center, and to look for resources in your school setting. In short, the total training provided in this package will progress in the following fashion:

I. Orientation (you are here now!)--to give you an introduction to the center concept and an overview of the total training experience.

II. Training in Center functions--to give you an understanding of each center function and the interdependence among center functions.

III. Organization--to give you an opportunity to organize the total picture for your school setting and to make immediate plans for implementing a similar program in your own school.

The specific functions of the center are briefly outlined here to provide an overview of the main focal points to be covered in later sections of this manual.

Assessment is the first step and is a means of defining present needs or deficiencies as well as strengths and resources. As described earlier, students' needs in this area tend to cluster around such broad constructs as Participative/Involvement Skills, and Study/Life Long Learning Skills. The assessment task involves the identification (1) of basic problems, (2) of possible causes, and (3) potential solutions. The intervention strategies of the center staff are derived from "problem" analysis, for individuals as well as groups. The assessment function most likely will tend to identify and work with specific problems which individual students are confronting. One such area is that of achievement problems or study/learning difficulties.

The "real problem" may not necessarily be the student's problem alone. There are at least three basic root causes for specific "study/learning problems." One may be the teacher's sty[illegible] If the teacher is doing an inadequate job, probably many of the students will experience difficulty. In most cases, however, the teacher is competent, and this problem may simply reflect a conflict in the particular style of "teaching" and the student's style of "learning." Another source of difficulty may be the tool utilized to measure the student's learning. Some students learn well, but do not take tests well. Other students respond differently to various types of tests. A third source of

problems may in fact be a result of the student's poor study habits. At any rate, the function of assessment is to determine to what extent the cause of the "problem" has roots in the above sources and to identify alternative intervention strategies.

Tutoring--is individual instruction, intense coaching, skill building, or remedial work for students who have a problem in a particular subject. Tutoring should not be confused with special education for students with serious learning disabilities that handicap their ability to learn in general. Tutoring may be more effective, and certainly is easier to staff, if peer tutors are utilized whenever possible. In such peer programs professional staff may serve as supportive counsel for special problems.

Individual Skills Development--refers to actually training the student in participative and involvement skills, and in study/learning skills that will serve him/her throughout life. The emphasis on life time skills as opposed to school only skills is important. For example, students need to learn how to research information for an election issue or for a consumer purchase, or for occupational re-training, change or advancement. The development of interaction skills and learning skills are the two target outcome areas of this center function. The outline below provides a detailed perspective of the two areas of desired outcomes.

Interaction Skills

a) assertiveness
b) attentiveness--asking questions
c) listening

Learning Skills

a) note taking (in class, on the job)
b) time utilization (scheduling time, setting priorities, evaluating what's important in terms of both personal needs and priorities of teacher/boss, identifying stresses and needs that unnecessarily consume time and energy)
c) effective reading
d) test taking (scheduling time, organizing thoughts, reducing wordiness, selecting a systematic process for going through the test)
e) understanding directions

Problem solving--assistance is provided through short-term (often one-shot) interactions of center staff with students who have an immediate crisis. (For example, a student studying for a big chemistry exam becomes excessively anxious and needs a tension release.) The Center should have the capability of easily and quickly linking a student with someone who is willing and able to respond with help regardless of the nature of the crisis.

Educational Planning--is the function which might traditionally be termed Advisement. Advisement is not used here because it connotes telling someone what you think he/she should do. The term planning, on the other hand, focuses on the process of students clarify what they want and helping them get in touch with their own resources and strengths for achieving goals. The assumption here is that each individual is the best source of answers to questions concerning personal wants and needs. Thus, the planning function of the center involves a process of helping to clarify when there is confusion and helping to move when there is the feeling of stasis

or stalemate. Systematic meetings for planning purposes are not intended to take from the student the opportunity to make decisions, but are intended to improve student decision-making skills. Educational planning is the process of helping indiviudal students clarify what each wants from school, what directions he wants to pursue and how each is progressing, but it is not just a service to students with problems. An exemplary planning program is available to and should reach out to all students. It exists to help all students map out their academic careers, to provide support in pursuing a chosen direction, and to provide feedback to the student on progress and possible alternative courses of action.

Environmental Appraisal--involves continuous assessment of the school's learning environment. The principle task is to identify the more indirect types of influences on student learning and involvement.

Center Organization and Development--is the critical support service to all other Center functions. Center Development covers the following training services:

1. Training of Center Staff (including student staff) to carry out all Center functions (assessment, tutoring, etc.). It involves initial training and continuous skill upgrading.

2. Assistance to staff in handling difficult problems. If a staff member feels uncomfortable with

his ability to respond to a special problem presented by a student, he/she may request assistance from training staff. Training staff may use the situation to accomplish two objectives: 1) helping the student and 2) on-the-spot training for the staff person seeking assistance.

3. Training teachers and other school personnel (who are not official members of the Center staff) in more effective ways to help students learn. Skill areas include:

a) Identifying learning problems

b) Tutoring skills

c) Creating a Learning environment

(1) Giving creative assignments; allowing students to tailor assignments to personal need and interests.
(2) Building on student strengths; recognizing what a student does well and finding opportunities for him to exercise his skill.
(3) Attending to physical environment--class room seating, lighting, colors, distractive noise, aesthetic quality, organization.
(4) Improving classroom management--open communication--how to respond to accurate, inaccurate and contaminated responses--utilizing task groups (maximizing involvement), grading.
(5) Giving positive messages about learning--encouragement as opposed to discouragement. (An accurate running tally for one day might reveal an excessively high number of times when we respond negatively to students and a surprisingly low number of times when we respond positively and are supportive toward students.)

4. Program Assessment involves monitoring the effectiveness of the Center, through two basic processes:

Process Monitoring--Counting the number of students served, the kinds of problems presented, and the involvement of staff, the types of program activities. It also includes monitoring problems of running the Center (e.g., problems in acquiring staff, problems in support from administration.).

Impact Evaluation--Measuring the change in study/learning problems as a result of Center activities. Also, this assessment activity focuses on indirect evidence of increased learning and involvement and other unanticipated side effects of Center activities.

II. ASSESSMENT

Simply stated, assessment is finding out (1) where groups or individuals are in terms of achievement levels and skill development; (2) the effect or impact of school and teacher strategies on students; (3) the problem areas of group or individual performance. Typically we have used pencil and paper tests to make assessments. These are useful for measuring content area mastery or skills such as reading. Also school specialists, consultants and related resources are usually available for this type of assessment. This module uses assessment as a procedure for finding out about and defining more general problems within the educational environment. Some of these problems might be characterized as student inattentiveness, inappropriate behavior, inadequate study skills, or deficits in social skills. The activities are desgined to enable you to determine the causes behind problem cues and to define potential methods for handling such problems.

Identifying general educational problems

Activity 7

Purpose: To enable you to assess the present situation, isolate possible causes for a problem, and formulate alternative solutions.

Instructions: One of your classes is generally inattentive, noisy, talkative and restless.

1. Define the student cues you will observe and on which you will base your opinion.
2. List possible causes for this problem.
3. List proposed changes or solutions in class actvities, format, or content.

When you have completed the activity, share your opinions in a group discussion.

Activity 7

The causes you might suggest for individual or group inattentiveness might fall under three categories:

1. Personal
2. Social
3. Academic

Review with participants changes within the classroom that might alleviate problems stemming from one of these three areas and taking the form of "inattentiveness."

Activity 8

Purpose: To compile a list of resources--human and material for assessment of problems in your school.

Instructions: Compile a list of assessment resources in your school. Be sure to consider traditional assessment tools, as well as innovative measures and resource people.

Activity 8

This activity might be completed away from the workshop as an assignment for participants to poll or inventory individuals and resources for assessment in their schools. When the lists are brought to the workshop allow members to discuss varying resources. This might be done in small groups or in one large group. An assessment, evaluation and measurement specialist, or a behavior rater might be asked to attend this session and suggest alternatives to the group for classroom adaptation.

III. TUTORING

As one method of handling problems, tutoring provides intense coaching, skill building, and remedial work for any student who experiences difficulty in a particular subject. Tutoring should not be confused with special education for students with serious learning disabilities that handicap their ability to learn in general. Neither should it be confused with the process of helping a student get over being "stuck" in understanding a concept or working a problem. Tutoring may be more effective and certainly is easier, if peer tutors and volunteers are utilized and given special recognition whenever possible. Professional staff can serve as back-up for special problems and should be available for regular consultation with tutors.

Tutoring defined

One of the first questions to be answered before building an elaborate tutoring program is whether it is needed. This is most easily determined by collecting data. Some possible subjects for data collection are noted below. You may wish to work on others or develop these further.

Needs assessment

a) determine for an entire student group (grade level, curriculum area, or all students who fall within a certain range on ability tests, etc.) or some sample of the above group, how many are either doing unusually poor work or failing one or two subjects.
b) conduct a student survey listing curricular areas and ask students to indicate those for which they would appreciate tutoring help.
c) at a faculty meeting ask teachers to write the names of three students in their class who they feel could profit from tutoring.

These examples are by no means exhaustive. If you find that a tutoring program could be beneficial in your situation, information you gather to determine need for a tutoring program could also be utilized as a basis for developing an identification process. The first determination to make is which method of selecting tutors would be best in each particular school setting. Once the method of tutor selection is established, then a means by which persons to be tutored may be selected must be determined. One question to consider is whether your tutoring programs will accept only self-referrals or if teacher-referrals will be considered. What students will qualify and which of these will have priority must also be defined.

Participant selection

Now let's consider the possible resources available to a tutoring program. One of the most common patterns used, peer tutoring, utilizes students for the task of helping classmates. These tutors may volunteer or be selected by students and/or teachers. Some schools have permitted class time for such tutoring. Citizen volunteers can be located through PTA or other service groups. Of particular value would be senior citizen volunteers, as benefits would be evident for students as well as tutors. Still another resource for staffing is the faculty. This calls for definite availability of teachers at times when students in need of tutoring may be available, and it often presents difficulty because of scheduling problems.

Whatever the resource for staffing, the tutorial program training will have to be designed to help tutors relate effectively to assigned students. Some schools take an "either-or" approach providing either on the job or a series of formal, scheduled, preservice programs. The planned combination of both might prove even more effective. The Preservice programs may help reduce the anxiety of the tutor-to-be by helping him/her develop skill and self-confidence.

Staff resources

B. Tutoring

Before exposing your group to the examples in the narrative you may wish to have a general open team discussion about their perceived need for an organized tutoring program.

The next step would be to divide the group into smaller task forces and suggest that each develop a list of supporting evidence in the left column of a sheet of newsprint and in the right column indicate how they could collect additional supportive data from their work situation.

Activity 9

Purpose: To design a tutoring program.

Instructions: Read the following checklists and select one or more alternatives under each concern. Your choices should be selections appropriate to the needs of your school.

1. Population of Tutors

   Students at large
   Faculty
   Students with certain grade averages
   Interested parents
   Other (specify)

2. Criteria for Tutor Selection

   Previous experience
   Hours available
   Grades
   Popularity
   Other (specify)

3. Recruitment of Tutors

   School newspaper
   Morning announcements
   Bulletin Board
   Nominations
   Volunteers
   Other (specify)

4. Skills Training

   Pre-service training
   In-class units
   Modeling
   Role-playing
   On-the-job
   Other (specify)

5. Issues for Program Integration

Who is responsible for tutors?
When will tutoring occur?
Where will it occur?
Who will train?
How will you match tutor/student?
Other (specify)

Your answers to item 5 should be specific. These questions might form the basis of your program.

Activity 9

Divide the large group into triads. Allow each triad to design a tutoring program based on their responses to the five items. Triads should then exchange written plans for evaluation by a second triad. This evaluation might take the form of written suggestions or verbal discussion in the reconvened large group.

IV. INDIVIDUAL SKILLS DEVELOPMENT

This function is concerned with actually training the student in individual skills that will be useful throughout his/her life. The emphasis on life time skills as opposed to specific school skills is important. For example, while a student needs to learn how to research information for a term paper, he/she also needs to learn how to research information on an election issue.

Individual skills development is presented here in two phases; Interaction Skills and Learning Skills.

Interaction Skills include:

1. Assertiveness
2. Attentiveness
3. Listening

Learning Skills include:

1. Note taking
2. Time utilization
3. Effective reading
4. Test taking
5. Understanding

These skills were identified as areas of desired improvement by students in Grades 7 through 12 participating in the 1975 Georgia Career Guidance Project. Students are concerned about improving their individual skills. However, the desire to improve is often not sufficient. Even knowledge of help resources is not sufficient. Students need systematic exposure to efficient individual learning skills; they need to observe these skills making a difference; and they need to practice and receive feedback regarding their application of these skills. We can no

longer assume that students who are not succeeding simply lack ability, interest, or persistence. Students want to participate more effectively in their present environment--The Educational Environment.

The exercises and assignments that are included as training in this function are designed to acquaint team members with issues and skills involved in individual skills development. The increased awareness of the developmental processes involved in acquiring these skills should provide a foundation for improved understanding and communication with students.

Awareness activities

You as well as students should understand that in many cases there is no one way to interact, prepare for a test, read, take notes, or exhibit any other individual skill. More often than not what is most helpful is to inspire awareness of and improvement in learning skills. This requires that teacher and counselor alike focus not on theories of learning but on individual student's personal ways of learning. As you work with the activities think of resources that are available to assist students in these individual skill areas, and ways you might adapt these resources to fit the individual learning styles and needs of particular students.

A. Interaction Skills

A problem frequently mentioned by students is their inability to get involved in class. Since students who actively participate are more likely to learn, it is important to address this as a possible study/learning problem.

Limitation of student involvement

In some cases, student involvement is limited because the teacher does not encourage it, and in fact may discourage it. While such a teacher-centered problem is of concern to the Educational Development Center staff, it is not the particular problem addressed in these interaction exercises. Instead, these exercises will focus on student-centered problems, where lack of student participation is a result of the student's fear, anxiety or lack of assertiveness. Since these are basically problems related to interaction, they carry over outside the classroom and often are manifested in relationships with parents and other individuals.

The interaction skills materials which follow are organized into the areas of: (1) assertiveness; (2) attentiveness; and (3) listening.

1. Assertiveness

Socialization and our way of life tend to cultivate conflicting ways of behaving with individuals around us. What is "recommended" behavior according to ideals, values, and mores is not always "rewarded" behavior in interpersonal interactions. While modesty, politeness, diplomacy, and tact are valued as virtues, individuals who replace these with what might be termed competitiveness and aggression seem to be respected also. Yet if polite restraint precludes an individual's freedom to communicate or behave in a way appropriate for the rights of this individual, or if aggressiveness in communication and behavior infringes on the rights of other individuals involved, neither party is able to achieve appropriate and rewarding interpersonal relationships. An individual needs to couple freedom of choice in his or her own behavior with an exercise of self-control indicating respect for someone else. As Robert Albenti and Michael Emmons (1975) have noted, "This freedom of choice and exercise of self-control is made possible by the development of assertive responses for situations which have previously produced anxiety-based non-assertive or aggressive behavior." At the core of assertion resides the assumption that each individual has the right to be and to express himself or herself without feeling guilt as long as the process does not infringe on the rights of others. Assertion then, according to P. Jakubowski-Spector (1973), is standing up for oneself in such a way that one does not violate the basic rights of another. It is

a direct, honest, and appropriate expression of one's feelings and opinions based on an attitude that is characterized as non-judgmental, considerate of the other's view, willing to compromise without loss of integrity, and a two-way respect between the individuals involved.

Assertion defined

On the other hand, nonassertion is failing to stand up for oneself or standing up for oneself in such an ineffectual manner that one's rights are easily violated. According to Jakubowski this frequently involves self-effacing verbalization, double messages, and multiple excuses rather than brief explanations. At worst, the nonassertive individual simply says and does nothing as do many students. The opposite extreme, aggression, is standing up for oneself in such a way that the rights of the other person are violated in the process. This is usually an attempt to control, punish, or humiliate the other person and frequently is a dishonest cover-up of real feelings.

Nonassertion defined

Aggression defined

Given these distinct differences in assertion, nonassertion, and aggression, why is assertion more desirable? Primarily because it creates self-respect and increases the probability that an individual's needs will be met. It serves to establish lines of communication, sets up rules of fair play for that communication, and establishes the limits of the individual's rights in that communication.

Assertion then is verbal, but like any verbal statement it may take a variety of forms depending on the situations.[1]

Empathic Assertion

This type of assertion involves making a statement that has two parts: a) conveying recognition of the other person's situation or feelings; b) expressing your own thoughts and observations. Example: (1) "I know you are upset because of the basketball team's loss last night, but I think you should help us complete our team project. (2) "I know you are tired because you worked hard today, but I think you should help prepare supper because I am tired also."

Confrontive Assertion

This is used when the other person's words contradict his or her deeds. This type of assertion involves three parts: a) recalling what the other person said he or she would do; b) objectively describing what the other person actually did do;

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[1]These types of assertive responses were suggested in an Assertive Training Workshop presented by P. Jakubowski at the Georgia Center for Continuing Education, January, 1976.

c) expressing what you'd like to see happen or what you want.

Example: When I talked with you last, you promised me a raise--which I didn't receive in this month's paycheck. Because you promised it, I would really like that raise as soon as possible.

Language Assertion

This type of assertion is particularly useful for assertively expressing difficult negative feelings. It involves a four-part statement:

I feel...(describe your feelings)

when...(describe the other person's behavior or the situation)

because...(describe how the other person's behavior concretely effects you or your life)

I'd prefer...(describe what you would like or want)

Example: I feel angry when you do not take out the garbage because then I have to take care of it. I'd prefer that you do the chores we agreed upon.

Escalating Assertion

Escalating assertion involves starting with a "minimal" assertive statement that can usually accomplish your goal with a minimum of effort and has a small possibility of getting a negative reaction from the other person. When the other person fails to respond and ignores your assertion, you gradually escalate the assertion and become increasingly firm.

Example: You wish to return a shirt which does not fit, but the salesperson repeatedly refuses to accept the return.

1st statement: This shirt does not fit so I would like to return it please.

2nd statement: You do not post any store policy of not allowing merchandise returns, so I would like to return this.

3rd statement: If you will not accept the return I would like to see the manager.

Needless to say in this last type of assertion as in the other types voice quality, facial expressions, and body language are as important as word choice. In other words, an individual must be assertive not only in words, but in actions. The components of assertive behavior include eye contact with the person to whom you are speaking; erect body posture in which you stand or sit straight, facing the other person; hand, arm, or head gestures to emphasize your feelings; facial expressions appropriate to the message you are communicating; and appropriate voice tone, inflection, and volume. An assertive verbalization is not whispered with head bowed in an unassertive manner nor is it angrily shouted with arms swinging in an aggressive way. Directness, honesty, and openness are the keys in both verbal and body-language assertiveness.

Assertive words and actions

Activity 10

Purpose: to encourage honest presentation of one's self and one's personal characteristics.

Instructions: Write on a piece of paper:

1. Your name.
2. The personal characteristic you like most about yourself.
3. A list of situations (places, roles, events, etc.) in which you are usually
   a) aggressive
   b) assertive
   c) non-assertive
4. The life area in which you desire to be more assertive rather than nonassertive or aggressive.

Individuals in each group should then discuss with one another what they have written.

Activity 10

In this exercise you should simply break the large group into smaller groups and circulate among them. Reconvene the large group for a summary discussion.

Activity 11

Purpose: to assess individual needs for assertiveness training.

Instructions: All individuals should complete the following "assertiveness quotient" questionnaire. Use the following scale to indicate how comfortable you are with each item:

1. makes me very uncomfortable.
2. I feel moderately comfortable.
3. I am very comfortable with this.

AQ Test

Assertive Behaviors

*Speaking up and asking questions at a meeting _____
*Commenting about being interrupted by a person directly to him/her at the moment he/she interrupts you _____
*Stating your views to a female authority figure, (e.g., minister, boss, therapist, mother) _____
*Attempting to offer solutions and elaborating on them when there are members of the opposite sex present _____

Your Body

*Entering and exiting a room where men are present _____
*Entering and exiting a room where women are present _____
*Speaking in front of a group _____
*Maintaining eye contact, keeping you head upright, and leaning forward when in a personal conversation _____

Your Mind

*Going out with a group of friends when you are the only one without a "partner" _____
*Being especially competent, using your authority and/or power without labeling yourself as impolite, bossy, aggressive, or parental _____
*Requesting expected service when you haven't received it (e.g. in a restaurant or a store) _____

Apology

*Being expected to apologize for something and not apologizing since you feel you are right _____
*Requesting the return of borrowed items without being apologetic _____

Compliments, Criticism, and Rejection

*Receiving a compliment by saying something assertive to acknowledge that you agree with the person complimenting you _____
*Accepting a rejection _____
*Discussing another person's criticism of you openly with that person _____
*Telling someone that she/he is doing something that is bothering you _____

Saying "No"

*Refusing to get coffee for others or to take notes at a meeting _____
*Saying "no"--refusing to do a favor when you really don't feel like it _____
*Turning down a request for a meeting _____

Manipulation and Counter-Manipulation

*Telling a person when you think she/he is manipulating you _____
*Commenting to a person who has made a patronizing remark to you _____

Sensuality

*Telling a prospective lover about your physical attraction to him/her before any such statements are made to you _____
*Initiating sex with your partner _____
*Expressing enjoyment of an art show or concert in spite of others' reactions _____
*Asking for affection _____

Anger

*Expressing anger directly and honestly when you feel angry _____
*Arguing with another person _____

Humor

*Telling a joke _____
*Listening to a friend tell a story about something embarrassing, but funny, that you have done _____
*Responding with humor to someone's put-down of you or of someone else _____

Children

*Disciplining your own children _____
*Disciplining others' children _____
*Explaining the facts of life to your child _____

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Activity 11

Discussion should focus on those items which make participants feel "very uncomfortable." Lead them into a discussion of why these are sensitive areas and how one might become more comfortable in these areas.

Activity 12

Purpose: to provide experience in responding assertively.

Instructions: Read the list of role-playing situations that follow and choose 1, 2, or 3 to role-play. Use one of the four types of assertive responses discussed earlier; empathic, confrontive, language, or escalating.

1. Your husband was supposed to be home for dinner by 6:00 but returns after 10:00 saying he had to work late. Person A is the displaced, assertive wife. Person B is the indignant husband.

2. As you leave a store after purchasing an item, you find you have been overcharge 75¢. Person A--customer; Person B--salesperson unwilling to admit mistake.

3. You have weekend plans that have been made for months but hear from your principal on Thursday that he wants you to work preregistration this Friday night and Saturday. Person A--teacher who intends to keep weekend plans; Person B--principal who needs weekend worker.

4. You have made an error in your semester's attendance report which the department head catches and sarcastically criticizes you for. Person A--offended teacher; Person B--unfair department head.

5. A student has reported late for counseling sessions consistently for 3 weeks. He provides the counselor no explanation and inconveniences that counselor by running into the counselor's lunch break. Person A--fed up counselor; Person B--complacement student.

6. In an in-service training workshop, the leader is discussing aggressive behavior in students, but fails to define what she means by aggression. Perosn A--workshop participant who asks for clarification; Person B--workshop leader.

7. You are interested in a date with a person of the opposite sex whom you have talked with several times on coffee break. Person A--wanting a date; Person B--too busy to date.

8. You are not interested in dating someone of the opposite sex who is asking you out for the third time. Person A--interested in him/her; Person B--not interested in him/her.

9. You are attending a large meeting in a small room with poor ventilation. The man next to you is smoking a cigar and the smoke is offensive to you. Person A--healthy non-smoker; Person B--smoker, alas.

10. Your parents want you home for Thanksgiving but you want to go skiing. Person A--skiier soon to be family blacksheep; Person B--hurt parent.

Activity 12

Ask participants to divide into dyads. Each dyad should read the list of role-playing situations and each set of partners should choose 1, 2, or 3 (depending on time limitations) to role-play with one another using one of the four types of assertive responses discussed earlier; empathetic, confrontive, language, or escalating. You should circulate among groups giving feedback on assertive responses.

When all dyads have role-played their chosen situations, reassemble the group, ask participants to suggest which of the situations seems most diffiuclt, and then with one volunteer you should model appropriate assertive responses for this problem situation.

Activity 13

The following exercise is designed to facilitate discrimination among common examples of assertive, aggressive, or nonassertive responses. You should complete the exercise in 10 minutes and then discuss your answers with the large group.

Activity 13

DISCRIMINATION EXERCISE

Directions: Read each of the following situations and its responses. Under "type" write As if you think the response is assertive; Ag if you think it is aggressive; Na if you think it is nonassertive.

Situation	Response	Type	Comment
1. The bus is crowded with high school students who are talking to their friends. You want to get off but no one pays attention when you say "Out please." Finally you say,	What is the matter with you kids? I'm supposed to get off at the next corner!		
2. Someone asks for a ride home. It is inconvenient because you're late, have a few errands, and the drive will take you out of your way,	I am pressed for time today and can take you to a convenient bus stop, but I won't be able to take you home.		
3. Kids upstairs are making alot of noise You bang on the ceiling and yell,	Hey you! Knock off the noise.		
4. Plans to vacation together are abruptly changed by a friend and reported to you on the phone. You respond,	This has really taken me by surprise, I'd like to call you back after I've had some time to digest what's happened.		
5. A friend promised to come to a special party and then failed to show up. You call and say,	I'm really annoyed. You said you were coming but didn't. What happened to you?		
6. A friend has consistently borrowed food items. You finally get tired of the borrowing and say,	I'm sorry but I..ah...haven't been grocery shopping this week and..ah..I don't have any eggs, and I don't know when I will.		
7. Loud stereo upstairs is disturbing you. You call and say,	Hello, I live downstairs. Your stereo is loud. Would you please turn it down?		

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Situation	Response	Type	Comment
8. Parent is talking with an older married child on the phone. The parent would like the child to come for a visit and says,	You're never available when I need you. All you ever think about is yourself.		
9. Wife tells husband she'd like to return to school. He doesn't want her to do this and says,	Why would you want to do that! You know you won't be able to handle the extra work load!		

Situations taken from Lange, A. and Jakubowski, P. Assertion Training: Cognitive-Behavioral Procedures for Trainers Champaign, Illinois: Research Press, 1976 (February).

Activity 13

Discuss each situation asking for group tally on who labeled each response assertive, non-assertive, or aggressive. Here you might again stress the importance of non-verbal cues or body language.

An optional activity to add to #13 would be to ask participants to develop as a group a similar chart of situations and responses for use with secondary school students.

2. Attentiveness

Attentiveness, often considered a synonym for concentration, might be more completely defined as directing one's attention to a particular source stimulus or set of stimuli: Many educators think that attentiveness is associated with order in the classroom. Although individuals who are attentive devote energy and awareness to a central stimulus rather than to internal cues or distracting people and events, silence and standardization of behavior or appearance are not necessarily evidence of attentive students. Similarly, the rigid posture, fixed gaze, tense appearance, and unrelaxed manner many of us associate with attentiveness, do not necessarily characterize all attentive individuals. While one person may attend easiest by sitting erect, limbs tense and eyes glued on the object for observation, another individual may concentrate most effectively in a slouched position, staring at a hand idly doodling on a piece of nearby paper. In short, attentiveness, like all external signs of internal processes, varies with each individual who engages in it. As more than a variable physical appearance, attentiveness requires a mental or emotional "commitment" to something in the environment. More than simply attending, attentiveness leads to an "involvement" which facilitates perception, awareness, cognitive processing and ultimately learning. Yet, because attentiveness is so inherently bound to the characteristics of the external setting, the

Attentiveness defined

External sign of an Internal process

classroom or office environment influences--positively or negatively--attentiveness. For this reason the following exercises focus on how to increase motivation by controlling or altering the environment that influences attentiveness.

Activity 14

Purpose: to identify behaviors that indicate attentiveness

Instructions: In your total workshop group brainstorm a list of student behaviors that exemplify attentiveness. When you have completed this, brainstorm a list of ways to inspire such attentiveness.

Activity 14

Each of these two brainstorming sessions should be limited to ten minutes. Your summary comments might include how to use the "ways" listed in part B to elicit the behaviors noted in part A.

An optional activity is to ask the participants to develop and discuss a list of behavioral descriptions concerning attentiveness in the following situations:

1. Students in a typical class
2. Teachers in a typical faculty meeting
3. Teachers in a typical workshop or in-service session.

Look for common denominators.

Activity 15

Purpose: to experience an environmental change which facilitates attentiveness.

Instructions: Using your imagination, ingenuity, and props provided by the leader, work as a group to alter the workshop environment in such a way that attentiveness will be easier for you after the changes.

Activity 15

A minimum (or absence) of leader direction is recommended here. You should have compiled for this session a set of props including candles, posters, paper, magic markers, old pillows, records or cassette(s) and player, incense or other imaginative material. When the group has completed its alteration, use the new environment as the setting for a discussion about how to adapt such an activity for classroom use. If the group is particularly resistant to or uncomfortable with this activity, you might focus your summary remarks on why it should or should not be used in the classroom. You can expect a typical "blocking" response, "Our principal would never allow this," and accept it non-judgmentally.

3. Listening

Although the term "listening" connotes for many people a passive role in which one person receives the sound patterns from another person or object, listening is a very active behavior that involves more than simply hearing. It is of importance as a crucial part of any interaction between two or more people. To listen effectively is a skill which requires hearing, attending to, and processing information. Only if such listening is viewed as a prerequisite to responding, will the listener and the speaker engage in a meaningful interaction. As teacher to student, teacher to teacher, student to teacher, or student to student we all listen to one another with varying degrees of attentiveness and therefore with varying degrees of success. If one is focusing attention on someone or something else--or if one is preoccupied with formulating a response, he

Active listening

or she is not listening. As an activity necessary to interactions such as assertive interchanges, or attentive responses, listening is the skill most necessary in both the academic environment and in a social environment. Regardless of whether we are trying to learn, teach, or simply talk with a friend, listening is the skill with which we begin to form and finally participate in an interaction.

Activity 16

Purpose: to participate in active listening.

Instructions: Five workshop participants will be asked to volunteer as Group A. The remaining participants will become Group B. The leader will give further instructions.

Activity 16

Take the five members of Group A into another room or hallway where they will be asked to wait. Take one volunteer from this group out of the other members' hearing range and tell this individual a story of your own choosing. The story should be lengthy, logical, and detailed enough to require concentration. Then have this Group A member 1 tell the same story to member 2, again out of hearing range from the other group members. Member 2 should tell member 3 and the process continue until member 5 has been told the story. Ask Group A to wait in their room or hall while you then reenter the workshop room and relate the same story aloud to all of Group B. Ask Group A to reenter and have member 5 tell his/her version of the story. The group discussion to follow might focus on how the two versions differ and why (or why not) they "heard" different details. Final comments might focus on ways to increase listening in the classroom and in the school in general. You might mention that this skill area is a major focus area of the Human Relations Training package.

B. Learning Skills

In these times of knowledge explosion, where the rate of new information is increasing inexponentially, we are confronted with the overwhelming task of processing all of this information.

Students are especially prone to experiencing difficulty in making sense out of all the information to which they are exposed. Change is so much a part of our lives that we are no longer able to "learn something, once and for all." Lifelong learning is a modern requirement.

In view of these unprecedented pressures to be able to evaluate the accuracy of information, to be able to understand and to make constructive use of information we need to improve our learning skills. This section of the training manual will focus on several aspects of such learning skills, including note taking, time utilization, effective reading, test taking, and understanding directions.

1. Note Taking

Improving note taking means improving one's ability to capture in abbreviated written form the essence of what one has heard or seen. Several steps are important in the note taking process: (1) recognizing the important information or concept in the material. (2) translating the important material into easily recordable concepts, (3) developing one's own system of shorthand, and (4) phrasing so the notes later trigger thoughts that facilitate recall and understanding--what did teacher or text say? What else is known about that? And how can this be integrated and synthesized into a broader picture.

Activity 17

Purpose: to provide practice in note taking.

Instructions: You will be provided material on which you will take notes. This material may take the form of a film, textbook reading, article, or audio-taped lecture. Your note taking is essential because the evaluation of your recall may not immediately follow the material presentation.

Activity 17

First, select and prepare (1) handouts of a short article, (2) a short film or sound/slide, (3) a career guidance kit or resource mentioned, or a tape. Then, after completing the selected activity place a strip of tape across the floor. The length of the tape should permit all workshop participants to stand on it in single file. When they have completed note taking in this activity, have them place themselves on this line which is a continuum from very brief notes to extensive verbatim notes. Then encourage them to discuss why they find themselves at that spot on the scale, and eventually have them move to where they would like to be on that same scale, if they would choose to move. Summarize the experience noting such a self-evaluation of skill is often more valuable taan a written test of content memorization.

Activity 18

Purpose: to discuss note taking.

Instructions: The leader will take four people, two at a time into the hall, and will divide remaining participants into two groups. Further instructions will follow from the leader.

Activity 18

Divide participants into two groups (A & B) and take two members from each group into another room or hall. Read/tell both dyads A & B a story or tale of your own choosing. Dyad A should listen but not take notes. Encourage dyad B to take notes. Dyad A will then tell Group A the story--without benefit of notes. Group B should not be present at the time. Then bring Group B into the room and have dyad B tell Group B and A the story using notes. Group A should then discuss with Group B the difference in the two versions of the story. Your summary comments should focus on the uses of note taking as an aid to memory and recall. The richness of the detail in the story you share with the dyads will directly effect the outcome of the activity.

An additional or optional activity might be included here. Ask participants to share some specific samples of their personal shorthand system. Make a group list.

The note taking materials that follow may be helpful in future skills improvement. They may be adopted or adapted for your own classroom or in-service training use.

NOTE TAKING

Note taking is essential for two very important reasons--to aid you in understanding your instructor's presentations and to aid you in studying for examinations. Good note taking requires good listening, and as everyone knows, this is not easy for it requires both active concentration on what is being said and a continuous evaluation of what is said.

Suggestions to Improve Your Listening Skills

1. Be prepared--Before going to class read your assignments and review your lecture notes from the last class. This will enable you to get the most out of the teacher's presentation.
2. Concentrate on the lecture--Try not to allow yourself to be distracted by the teacher's mannerisms or delivery technique.
3. Listen with an open mind--Don't let your opposition to a point turn you off before the point or message is made.
4. Keep alert--Sit near the front to maximize your visual and hearing perception. Predict likely test questions, and compare the text with the lecture.

Suggestions to Improve Your Note Taking

1. Date and identify each set of notes.
2. Write legibly on one side of the page.

3. Use your own words and look for the meaning of what your instructor has said. The exception here, is a definition or technical term.
4. Whenever possible, use an outline form. Try and distinguish major and minor points through your identification system.
5. Copy diagrams and other illustrations that your teacher puts on the board. Record examples to clarify abstract ideas.
6. Record dates, places, formulas, equations, and rules. Cross check with text where possible.
7. Keep alert for points that your teacher emphasizes by means of repetitions, writing on chalkboard, extended comment. Watch for enumerations such "as the following five steps" or "the four major causes" and for summations such as "therefore" and "consequently."
8. Separate your own thoughts from your teacher's. This is an excellent way to keep alert but is a good idea to bracket yours from the teacher's content for obvious reasons.
9. Leave yourself plenty of space to edit and fill in your notes. Compare notes with your classmates for completeness and accuracy.

10. Read your notes after class to make sure you understand them without difficulty in the future. Take time to correct mistakes and illegible writing.
11. As you review your notes underline important points. This will help when it is time to study for the test.
12. In problem courses try "double teaming" the teacher; you copy all material on the board and a friend will take notes on all the verbal material.
13. Use abbreviations to shorten up your writing. Make sure you can remember your own system! Example: cn u rd ths messge. Gd fr u!
14. Try to understand the lecture instead of writing it down word for word in the hopes of it making sense later.

2. Time Utilization

Effective or efficient use of time is near universal concern. Students probably experience more open conflict about time usage than any other group. They are often in conflict with themselves, often wishing they had accomplished something they didn't. They also experience conflict about time with parents, and teachers and activity directors (coaches, music directors, club advisors, etc.). Many schools offer some kind of help for students. Too frequently aid in time utilization is not forthcoming until some failure experience or crisis situation occurs. Devoting attention to time use only in time of conflict is simple but problematic. Motivation would appear to be high but so would the association with failure.

Time utilization study necessary before crisis occurs

This module assumes that:

1) Concern about how a person uses his/her time is universal. It exists because people are capable of making choices and behaving in many different ways. Sharing of concern about time use can be a beneficial experience that enriches one's awareness of his/her opportunity to make choices. It can enhance one's opportunity to develop greater awareness of one's own and other's values as expressed behaviorally. And it can enhance one's own ability to make choices and change the pattern of time utilization through systematic attention to valued ways of behaving. This is to say that teachers and parents are encouraged to review with their children (students) concerns, values, frustrations, wishes, and

contracts relevant to effective time usage.

2) Motivation to review time can be increased by attention to the way each person uses time to achieve desired goals. Motivation will possibly be increased when time usage is presented as a critical, decision-making process that occurs at some level of consciousness.

In short, there is no right or wrong way to spend time. People with different values would expect to spend their time differently.

3) Time is often spent in habitual, routine traps which reflect not values but established behavior patterns. Like all habits, some work for, and others against, a person's best interest.

Activity 19

Purpose: to develop increased awareness of how you spend your time.

The leader will provide instructions for this activity.

Activity 19

Materials needed: large sheets of newsprint, magic marker, 8 1/2 by 11" paper and percils for each team member.

Time required: 2-4 hours; (Optimally would be scheduled as a day workshop)

Begin by asking group members to think back to the night or day before. Try to recapture the evening. Ask them to think about how many times they heard themselves silently or outloud say, "I ought to be doing.....," or "I wish I had done....," or "I wish I weren't doing.....now," or "I didn't get...done." Ask them to note these things on their paper. When everyone has finished ask for sharing. Was it a common experience--what were the commonalities? How did members deal with their wishes, oughts, etc.? Ask if they frequently find themselves saying or wishing the same type of thing night after night or weekend after weekend.

You may need to let members tell you how they had to restructure the exercise to make it appropriate for them. If some resist getting into the exercise, encourage them to restructure. Have them pick some time recently when they did find themselves doing or saying something like this to themselves or others.

Next draw a large circle on the newsprint and divide it into quarters. Let the top line where it intersects the circle outside represent 6 a.m., the right line--noon, the bottom line 6 p.m. and the left line--midnight.

Ask each member to draw a similar circle on his/her paper and then to draw proportionate slices of the circle (like slices of pie) to represent the way he/she spends time on a typical week day. Remind them that the circle should represent how they actually spent their time. When most have finished ask them to draw another circle and to divide it into quarters also. This time the entire circle should represent time at school. Again remind members that the circle should, when completed, show how they actually spent a typical day at school.

Note: You may, when processing the experience in discussion, find a specific concern applicable to most regarding a segment of the school. This might be discussed more thoroughly.

Finally, when all have finished their circle for school repeat the exercise for time at home or away from school.

Processing the experience. Ask members to review their completed circles and consider whether they look as they would have expected. Who was surprised? Who would like to change theirs? What would they like theirs to look like really? Who feels they are wasting time? Who feels they are not setting priorities? Which changes reflect changes they actually want to make and which are the changes they feel they should make but are not in real life likely to make? Don't let them overlook petty details which habitually require much time.

Now ask members to draw ideal time utilization circles. What kinds of changes did they make? Which changes reflect what they

actually plan to do differently and which changes do they feel they should make but are not in reality likely to make? Is it possible that something that is now difficult to achieve but valued could be more readily achieved if moved to a different time? Sometimes it is important to consider whether an activity is not completed because it is not valued or because it is not planned or scheduled for an optimal time period. This focus will help to uncover distractors and competitors for activity and time. Is there anything you can do to begin to change the size of your slices? What? Or why not? Your summary should lead into Activity 20.

Activity 20

Purpose: develop an individual time schedule.

Instructions: Based upon your findings and plans in Activity 19, develop a time schedule which encourages more effective time utilization. The leader will provide further instructions.

Activ 20

DAILY ACTIVITY SCHEDULE

Name _____ Date _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Time
06:00								
06:30								06:00
								06:30
07:00								
07:30								07:00
								07:30
08:00								
08:30								08:00
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05:00								
05:30								05:00
								05:30
06:00								
06:30								06:00
								06:30

DAILY ACTIVITY SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Time
07:00								07:00
07:30								07:30
08:00								08:00
08:30								08:30
09:00								09:00
09:30								09:30
10:00								10:00
10:30								10:30

Activity 20

Materials needed: Each member should have a copy of a daily activity schedule and a copy of a calendar with space for notations about use of time. (For best results try to use a calendar for this exercise that members already have, e.g., Teacher's Plan Book. Ask the members to begin by blocking out on their daily schedules those activities that are common to all weekdays. They should write the activities by name for identification. Next, on a daily basis ask them to block out those activities that occur only on specific days (staff meetings, club activities, etc.).

For step three have them analyze the remaining time. The time that remains is usually controllable and thus can be a source of personal choice and pleasurable experience. Even if the time is not totally under one's control, those "others" who must be taken into account in the negotiation for use

of this time become known and the time span in question becomes defined. Until people complete a systematic study of their time use. they often feel as though they have little or no control over their lives. Sometimes a time use study will reveal that, while they may be accountable to someone else for their use of time, they are far from pawns or puppets subjected to non-negotiable whims of others. These distinctions should be pointed out by the leader either in lecturette or brought out in the course of discussion.

A short discussion should focus on what members learned from the survey of things they wished they had or would accomplish. Members should also be encouraged to share successful methods of establishing activity priorities. Finally this exercise should conclude with invitation and encouragement to establish a self or peer contract. This contract if entered into will help members close the gap between wanting to do something and doing it. Suggest that each person write a clear concise

statement describing something very specific he/she intends to achieve in terms of time use. Encourage them to be realistic and to set milestones that can recognized within short periods of time--a day, a week, or month.

In summarizing the proportion of time we all spend in various ways, note the tendency in us all to devote much energy and time to unimportant details such as shuffling papers or opening mail. How might such details be redistributed in our schedules to facilitate greater efficiency?

Activity 21

Purpose: to adapt Activities 19 and 20 for student use.

Instructions: Adapt for classroom use one of the two activities you have just completed. This might include devising forms for student time studies or changing the activities of the exercise to interest a student population.

Activity 21

If individual participants express difficulty with this, suggest they focus on one of the following:

A. Having students complete a weekly time plan.

B. Design a follow-up to check on student time utilization.

C. What goals should students define in time redistribution: More hours for study, leisure, etc.?

D. How will these concepts be made interesting or relevant to students?

Activity 22

Purpose: to adapt time utilization concepts for practical use.

Instructions: Each participant should:

A. Identify an activity in school that occurs on a periodic basis and is totally inefficient--time wise--in implementation.

B. Determine how to be more efficient in completing this inefficient task.

Activity 22

If participants are unable to think of a school activity that is inefficiently completed, you might suggest a) Group testing

b) Pre-planning activities

c) Semester report completion

Your summary discussions should combine and relate the experiences of these last two activities. The enclosed handouts entitled Scheduling, Now! are included to provide participants with sample student materials on time utilization in study. You may want to either duplicate these materials and hand them out to participants or discuss them with the group.

SCHEDULING, NOW!

Suggestions for Students

Begin to schedule now, don't wait. This is one of the best ways to improve your performance.

Quarterly

Take a calendar and tack it up so you can see the whole quarter at a glance. Place all the important events on your calendar; like your exams and papers as they are announced and those weekends you plan to take off. By doing this, you lower the risk of being caught unaware by a deadline or an event you want to attend. Such an overall plan is necessary for planning each quarter's strategy. Even if you don't plan anything else, plan your high interest entertainment and recreation so you will have something to look forward to. Study around these dates; then you won't have to forego the good times because of study requirements. School calendars, movie schedules, football schedules and the time schedule for classes are all good resources that will help you fill in your quarterly calendar.

Weekly

Start by putting in all the regular, recurring events of your typical week. Some of you will be surprised at how much time you have left after such things as eating, sleeping, recreation, and school. What happens to all that time? Some of that time is spent doing nothing, activities which you really don't enjoy--all they

amount to is filling time when you aren't studying. Plan your time. When you are not studying, do things you really enjoy and eliminate those "nothing activities."

Time Boundaries

You may find the forty hour work week a convenient model for developing a time schedule. A 40 hour week could give you 20 free hours (or more), including some time for the daily school schedule. This model gives you weekends and evenings free. For some of you, the 20 free hours for study per week is more than you use now, averaged over the quarter. For others, this may not be enough depending on your goals or the quantity or difficulty of your present classes.

If you like the idea of the 40 hour week but need more time, you can carry the idea through Saturday and Sunday or schedule some evening study time. Obviously, there are many, many modifications you can make. The main concept is that if you want to block off time for studying, then plan for it.

For you critics who still don't like structure in your spontaneous, carefree lives, try keeping a record of how much time you really study--a sure cure for foggy thinking like, "I don't know why I got that D in math; I spend so much time on it." Help yourself evaluate how much time you really are spending.

Finally, scheduling a week's activity is easy; keeping that schedule is not so easy. Make your schedule flexible and try

hard to stick to it.

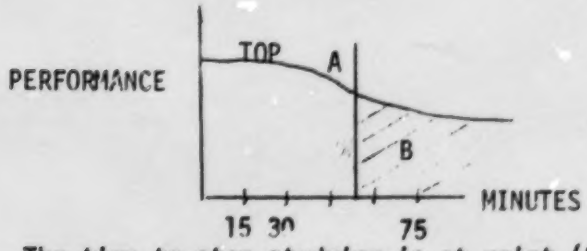
WHEN TO STOP!

If you spend 30 minutes really studying and the next two hours worrying and studying or daydreaming and studying or worrying and daydreaming, you're not coming up with a total of 2 1/2 hours of studying. What's more, you're not even doing a good job of worrying or daydreaming!

This plan is aimed at clean study time and requires some basic, honest evaluation of what you're doing. Quit kidding yourself about calling those four hours a night study time--even if you are able to keep your study position all that time. As a rough guess, 30 minutes of highly active studying with top concentration is probably worth two or more hours of distracted study.

Your performance may look like the following graph. You start off pretty good for a while, but you lose your ability to concentrate on the same subject after awhile. Now, if it's a book on cars, social life of monkeys, or something else you like, your attention may be maintained over a longer period of time. But at some point (A) you meet diminishing returns and for all practicality you're wasting time--not studying. Obviously, the desirable thing to do is push your concentration back up, right?! People who continue to study in the (B) area are the ones who say, "I studied elebenzy--dozens hours on my history and still

don't get it!" "Why should I bother in the first place." And frequently, they quit. Under such circumstances, there is little reward for this student.

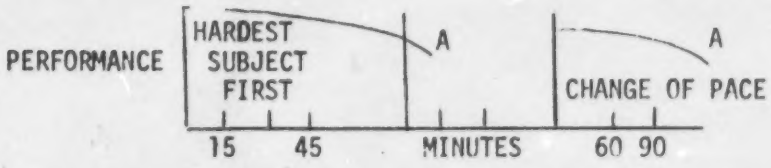


The time to stop studying is at point (A). When you are no longer able to remember what you read last; when you find yourself looking out the window or glancing over at your girl/boy friend's picture, or when you're listening for someone to come deliver you from all of this, STOP! Now that you've stopped your top studying, glance back over the topics of the material you've just studied, then take a break and reward yourself. Ideally, your break period should about 1/5 of your study time, this works out to about 15 minutes for every hour of study time. Obviously, it doesn't matter whether you study in 15, 30, or 60 minutes intervals, you still get 15 minutes per hour. The important thing is that you have to be honest about your break times and just as honest about breaking off when your concentration is down.

The plan is to run that performance line back up as high as possible so let's fake to the left and leave boredom behind. By changing to another subject: you improve your chances of pushing up your concentration. The more radically different the subjects the better.

It's likely, as you continue into the night, that your concentration will decrease even though you use the above program. So the moral of this story is: Put your hardest subjects up front where you're most likely to do the best with it. Save your busy work for those late night hours when your ability is about equal with the task. Don't waste the prime time.

Now, your study-break program will look like the next graph. The idea is not to plan one hour of English at 8:00 and then something else, but to work on a subject until you loose concentration. Frequently, you will have priorities for what has to be done tomorrow! Rather than lumping study for the priority subject, limit your time spent on the others and hit your priority subject every other study period--don't hit it straight through.



Some of you might be thinking all this stopping and breaking things into fragments is going to make learning harder. Luckily, that is not the case, even though it appears that massed or long periods of study result in less efficient learning that the short intermittent sessions as planned here. This method will encourage you to review some of the things you went over before. These "mini-reviews" are most helpful in organizing your material when studying for tests.

The point is that you learn better in small whole units rather than in mass or unrelated fragments.

Summary

1. Get a good start and plan all your activities including study time.
2. Make your schedules flexible but stick to them!
3. Stop studying and take a break when your concentration starts to fall.
4. Reward yourself for work well done but keep on schedule.
5. Changes in subject matter help relieve boredom.
6. Study your hardest subjects first--you'll do better on them.
7. Review the studied material before you leave it or quit for the night.

3. Effective Reading

Effective reading often inspires associations ranging from remediation for the below average in intelligence to the speed reading courses for adults. The focus of this section of the training package is to help the student who is already capable of reading; and is not technically/legally retarded, or necessarily gifted and searching for speed reading skill. In short, effective reading is aimed at the student who has no basic reading skills deficiency--the student who can read but who says, "It takes me too darn long to read and I have trouble remembering the material or understanding it." This type of reader usually does not enjoy recreational reading. He/she may feel frustrated by efforts to remember every word, and may thereby miss the point and fun of the reading. This type of reader is not necessarily helped by exposure to speed reading courses and especially not by remedial reading programs.

TEACHER! I DON'T UNDERSTAND THIS QUESTION...
DO YOU WANT US TO WRITE WHAT WE THINK, OR WHAT WE THINK YOU WANT US TO WRITE?
OR DO YOU WANT US TO WRITE THE WORDS WE READ OR WHAT WE THOUGHT THE WORDS WE READ WERE REALLY SAYING?
I'M NOT REALLY INTO JUST REGURGITATING FACTS... I'M NOT EVEN SO SURE WE SHOULD BE ASKED TO ...
OH, I HAVE MEMORIZED A FEW LINES IN MY TIME, BUT I JUST DON'T SEE...
OH, OH... YES, MA'AM! 1. ABE LINCOLN WAS AN HONEST MAN!

The problem for this reader is often one of unconscious values or attitudes determining the reading style. The first step in solving this problem is increased awareness of reading style types and demands. The second step toward resolution is to practice a new style made possible through relaxed or change values. Many people have been conditioned by test taking in school to read for detail. Unfortunately, the test taking process has over the years taught the students to value reading for detail, memorization, and fact rather than for pleasure or enrichment.

Values and attitudes

Activity 23

Purpose: to survey attitudes about reading.

To learn more about reading styles including assets, problems, and how they developed, share as a team information about your reading styles. Start by taking a quick survey. Respond to the following questions individually. A group tally will be made later.

1. What reading do you do regularly that is work related? (List them)
2. What reading do you do regularly for pleasure? (List them)
3. How much time do you spend reading on a daily basis?
4. When do you do most of your reading? Do you tend to use specific time(s) and/or specific day(s) for reading?
5. Complete the following sentence. Reading is _____.

The team leader will now help you make a team tally for questions 1 through 4. Each team member may want to share his/her response to question 5.

When discussing the survey findings, focus on the general findings and try to "make sense" of them. What do they mean? How do the findings relate to you and your reading style? Share these and other ideas with other team members.

Activity 23

You will need to encourage team members to be realistic and not inflate their results. The purpose is to discover general principles related to readers and reading styles and how these effect what, when, and how much is read.

During the follow-up discussion encourage personalization of reactions to the survey items. You may wish to ask members if any felt surprised, amused, saddened, angered, disturbed or melancholy as they worked on the survey, (by the questions, or their results/responses).

Activity 24

Purpose: to illustrate that different types of reading material with differing content require differing amounts of concentration and therefore different amounts of time.

This exercise is designed to help team members learn more about reader styles. It will also help to devolop a strategy for assessing and changing styles in students.

Instructions: Your team leader will assign you several brief readings. You are to read each article in your usual manner and style. You will be asked to keep a record of the time it takes for you to read each reading. This is only to enable you to study the results and draw inferences about reading styles in general.

The discussion to follow this experience will focus on reading style and will not be a test of recall.

Reading 1

Reading 2

Reading 3

Reading 4

Discussion

Activity 24

You will need copies of each reading for each member. You may want to select these readings from the attached bibliography. Ask each participant to make note of the amount of time taken to read each article. You will need to stress that this is not a speed test, for others need not even know how long it takes for each reading.

Discussion

The hypothesis behind this exercise is that many people tend to read all material with a similar (rigid) style. Readers who do not vary their style and discriminate among types of reading and purposes for reading probably feel reading is laborious and do not value reading as an important resource for learning. If they do value reading, they may not practice what they value thus experiencing an internal conflict, frustration, and failure.

The point of the discussion is to check out the individual's experiencing of each reading, their experiencing of the activity, what they learned about their own style from that activity, and what they learned about readers' styles. You may wish to ask members to use, "I learned ....." statements or any variation of those statements as a beginning point for discussion.

Ask members to mentally return to reading each article and get in touch with not the content of the reading but the thoughts they were aware of as they read the material. Do they hear themselves

saying, "I'll need to remember this...," "I should make special note of this." "Why can't I keep these in order...." What are other voices saying--do they hear a parent or teacher? Ask the group to develop a list of hinderances that keep them frozen at a steady, non-discriminatory pace in reading. Evaluate the list as a group and determine which are legitimate and which are not. At this point you may want to stress that different content requires different reading styles, time, and energy.

Suggested Readings for Exercises

Colonialism and U.N. issue emotional

Special Report
Proliferation and Peace by Lord Caradon, pp. 225-256
(Approximately 2200 words)
from Britannica/Book of the Year/1976
Events of 1975

Emotional

Special Report
Abortion and Fetal Research: A Reconsideration by Marc Lappe,
pp. 381-382 (Approximately 2550 words & chart)
Same source as above

Historical emotional

Special Report
The End of the War by Robert Shaplen, pp. 623-624 (Approximately
3000 words)
Same source as above

Scientific narrative

The Recovery of Gold by Michael I. Brittan, pp. 80-89
(Approximately 2700 words)
1976 Yearbook of Science & the Future Britannica

Psychology

Psychic Energy: The Counselor's Undervalued Resource by
Charles J. Pulvino, pp. 29-32 (Approximately 2700 words &
captions & pictures)
Personnel & Guidance Journal September, 1975.
Volume 54, No.1

General information

You're Hearing it: New Machines in the New Politics by
Dennis Farney, pp. 62-68 (Approximately 2700 words)
Smithsonian, October, 1974; Volume 5, No. 7

General information

Alaska Embarks on its Biggest Boom as Oil Pipeline gets under Way
by Richard Corrigan
Same text as above, pp. 38-48 (Approximately 3200 words)

4. Test Taking

Tests often are poor indicators of learning. Students know it and teachers know it. This is not to say that tests should not be used. It is only to alert you to the frustration, anger, fear, or lack of motivation that often accompanies students as they approach or complete a "test." Seldom do classroom groups or individuals give serious attention to the personal and practical issues related to testing. A common pattern would include the teacher announcing an upcoming exam and students grumbling and mumbling about both the process and likely outcome. The climate frequently becomes emotionally charged and defensive but rarely leads to open, frank discussion that discharges energies into productive-cooperative channels aimed at developing appropriate measures of learning. The exericise that follows is an example

Personal and practical issues

of an activity that could maximize participation and discovery of data worthy of individual and group attention. It may also lead to more pleasant and effective utilization of tests. When the teacher in a classroom group also shares his or her process wheel the result is often a better mutual understanding and appreciation. It often leads to more creative examinations and less pressure on all concerned.

We should remember that test-taking is not just the behavior itself, but the feelings and emotions associated with that behavior as well. This is why self-fulfilling prophecies in students and teachers are important: If Johnny thinks he is going to fail, he probably will. The following exercises are designed to familiarize you with dimensions of test taking and preparation.

Activity 25

Purpose: to identify individual attitudes toward test taking and preparation.

Instructions: List the dimensions of test-taking and preparation and then place yourself on the dimension continuum. In other words, ask yourself how you respond to or view the behaviors and attitudes associated with test taking.

Activity 25

Copy and distribute the attached process wheel and instructions. If participants need examples of where they might reside on the continuum dimensions you might suggest they assess their own:

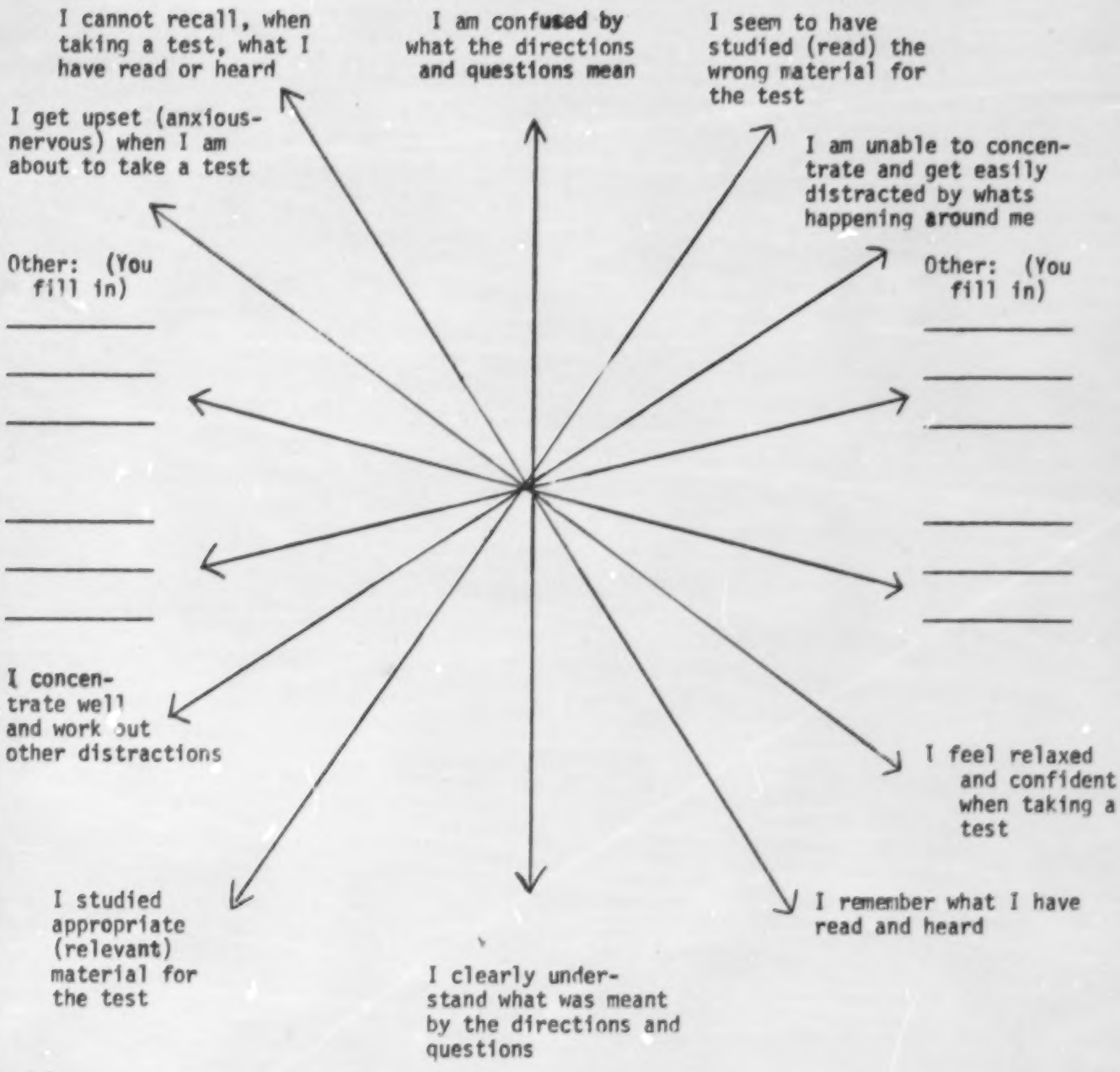
fear	need for achievement	study habits
stress	motivation to succeed	study skills
anxiety	concentration ability	preparation

Instructions: Tell participants the following:

(1) Plot where you believe that you would fall on each one of the continuous spokes of the process wheel. Note that there are two spokes without descriptions on them--you may go ahead and fill in some aspect of test taking that could be either a positive or negative experience for you and is not covered by the descriptions of the other spokes.

(2) After you have identified what your test taking pluses and minuses are, write down suggestions for improving, increasing, overcoming, or utilizing these characteristics.

TEST-TAKING PROCESS WHEEL


I cannot recall, when taking a test, what I have read or heard
I am confused by what the directions and questions mean
I seem to have studied (read) the wrong material for the test
I get upset (anxious-nervous) when I am about to take a test
I am unable to concentrate and get easily distracted by whats happening around me
Other: (You fill in)
Other: (You fill in)
I concentrate well and work out other distractions
I feel relaxed and confident when taking a test
I studied appropriate (relevant) material for the test
I remember what I have read and heard
I clearly understand what was meant by the directions and questions

Suggestions for improving test-taking ability:

Activity 26

Purpose: to define remedial act on for problem areas noted in Activity 25.

Instructions: For two areas related to testing in which you would like to improve, specify a plan that will help you remediate these problem areas. For example, in Activity 25 if you noted undue test taking fear, how would you attempt to decrease that fear?

Activity 26

Your discussion here should focus on clinical techniques or practical approaches which might help in these problem areas. These might include:

desensitization or anxiety reducing programs

more efficient time utilization

speed reading course

tutoring

study skill training

group therapy

arranging physical environment

use games to form associations and make recall easier

If further exploration or discussion is desired you might use an alternative activity in which the group listens to and explores the possibilities of desensitization, fantasy tapes, or directed imagery.

Other Activities

Other activities you may want the team to experience that could be highly related include "what we know and what we want to know," and "Self-Contracts." Both are from Values Clarification: A Handbook of Practical Strategies for Teachers and Students, Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum, Hart Publishing Co., Inc., N.Y., N.Y., 1972.

5. Understanding Directions

This section of the training package will begin with a test to help you assess your skill in understanding directions. The test has been widely used to provide learners with information about a skill very critical to their continued development. The information gained from this test will help you obtain more meaning from the remainder of this section on understanding directions.

Activity 27

Purpose: to assess skills in understanding and following directions.

The workshop leader will hand you the necessary materials for this activity and give further directions.

Activity 27

This activity is structured to be used to help people get in touch with their style of listening and direction following. You may wish to develop a different "test" or exercise. If you elect to develop your own exercise please note the design considerations in the directions for use that accompany the attached exercise.

Any general discussion of problems related to following directions can easily become focused on the problems of "directions." Be alert to this and re-direct team effort toward finding problems in following and understanding directions, including the problems of unclear directions, low motivation for the task, etc.

Purpose: This exercise is a joke but has a purpose--revealing to test-takers their skill in following directions and attentiveness to detail.

Procedure: Introduce the activity by saying, "We are going to take a test!" Build up the idea of rigorous testing procedure. Make sure everyone has a pencil. Mention that the test results will be used in some way perhaps to form groups according to their abilities to follow directions. Make the test seem important. Stress that there is a five minute time limit but that it is possible people will be finished in three minutes. Distribute the test face down, look at your watch, and give the "GO."

Wrap-up

Your final summary should focus on incidents in the past several years (Calley in Vietnam, Manson murders, Watergate) that indicate direction following may not necessarily be desirable. Ask participants to suggest when students should not follow directions.

A MEASURE OF DIRECTION FOLLOWING ABILITY

(three-minute test)

1. Read everything before doing anything.
2. Put your name in the upper right hand corner of the paper.
3. Circle the word "name" in the second sentence.
4. Draw five small squares in the upper left corner of this paper.
5. Put an X in each square mentioned in number 4.
6. Put a circle around each square.
7. Sign your name under the title of this page.
8. After the title, write "yes, yes, yes."
9. Put a circle around sentence number 7.
10. Put an X in the lower left hand corner of this page.
11. Draw a triangle around the X you just made.
12. On the back of this page, multiply 70 x 30.
13. Draw a circle around the word "paper" in sentence number 4.
14. Loudly call out your first name when you get to this point in the test.
15. If you think that you have carefully followed directions, call out "I have."
16. On the reverse side of this paper, add 107 and 278.
17. Put a circle around your answer to the above problem.
18. Count out in your normal speaking voice from 1 to 10 backwards.
19. Punch 3 small holes in your paper with your pencil point here.
20. If you are the first prrson to get this far, call out loudly, "I am the leader in following directions."
21. Underline all the numbers on the left side of this page.
22. Now that you have finished reading carefully, do only sentences one and two.

Oftentimes people move through their daily schedules responding in routine and habitual ways. In so doing, specific activities that require following specific directions to meet (1) a supervisor's expectations, (2) a teacher's expectations or (3) a friend or parent's wishes get loss in the maze of routine and habit. In this way we unintentionally disappoint others and ourselves. We also lead less interesting lives and create less exciting work or needless work because of this tendency. Often, people distort written and verbal directions because their own conscious and unconscious needs act as filters. The filters screen out what the person does not want to see, hear, or do.

Pitfall of routine and habit

Admittedly, many directions offered as helpful guides for behaving or completing a task, are not as clear and concise as they could be. This type of directions invites interpretation and abuse. Still, learners should strive to understand and follow directions intended to help them complete a task successfully. Success and failure are too often dependent not on one's mechanical ability, theoretical understanding, or grasp of principles but instead upon one's following or not following directions in the application of ability to a specific task. The first exercise in this section helped you to become aware of your skill and the problems involved in following written directions. The next exercise is designed to help you get a picture of skills and problems in following directions given verbally.

Activity 28

ONE-WAY TWO-WAY

Purpose: to provide participants with practice understanding and following directions.

Listen carefully to all directions given by the leader. You will be asked to do specific tasks from time to time.

Activity 28

ONE-WAY, TWO-WAY:

A COMMUNICATIONS EXPERIMENT*

Goals

I. To conceptualize the superior functioning of two-way communication through participatory demonstration.

II. To examine the application of communication in family, social, and occupational settings.

Group Size

Unlimited.

Time Required

Approximately forty-five minutes.

Materials

I. Newsprint and felt-tipped marker.

II. Two sheets of paper and a pencil for each participant.

III. A reproduction of Diagram I and Diagram II for the demonstrator.

Physical Setting

Participants should be seated facing the demonstrator, but in such a way that it will be difficult, if not impossible, to see each other's drawings.

*Reproduced from The 1974 Annual Handbook for Group Facilitators, J. William Pfeiffer and John E. Jones, Editors--La Jolla, California: University Associates Publishers, Inc. 1974.

Process

I. The facilitator may wish to begin with a discussion about ways of looking at communication in terms of content, direction, networks, or interference.

II. The facilitator explains that the group will experiment with the directional aspects of communication by participating in the following exercise:

1. The facilitator selects a demonstrator and one or two observers. The remaining participants each are supplied with an pencil and two sheets of paper. They are instructed to label one sheet Diagram I and the other Diagram II.
2. The facilitator tells the group that the demonstrator will give them directions for drawing a series of squares. Participants are instructed to draw the squares exactly as the demonstrator tells them, on the paper labeled Diagram I. Participants may neither ask questions nor give audible responses.
3. The demonstrator is asked to study the arrangement of squares in Diagram I for two minutes.
4. The facilitator instructs the observers to take notes on the behavior and reactions of the demonstrator and/or the participants.

5. The facilitator prepares the following three tables on newsprint.

TABLE 1
(For Diagram I)

NUMBER CORRECT	ESTIMATE	ACTUAL
5		
4		
3		
2		
1		
0		

TABLE 2
(For Diagram II)

NUMBER CORRECT	ESTIMATE	ACTUAL
5		
4		
3		
2		
1		
0		

TABLE 3
(Summary)

	Diagram I	Diagram II
Time Elapsed		
Estimated Median		
Actual Median		

6. The facilitator asks the demonstrator to turn his back to the group or to stand behind a screen. The facilitator then asks him to proceed, reminding him to tell the group what to draw as quickly and as accurately as he can. The facilitator again cautions the group not to ask questions.
7. The time it takes the demonstrator to complete his instructions is recorded in the Summary Table 3 under Diagram I.
8. Each participant is asked to estimate the number of squares he has drawn correctly in relation to the other squares. The facilitator then tabulates the participants' estimates in Table 1.
9. The first phase of the experience is repeated with the following modifications: The demonstrator uses Diagram II, he faces the group, and he is allowed to respond to questions from the group. The participants should use the papers labeled Diagram II.
10. The facilitator has each of the participants estimate the number of squares he has drawn in the second phase of the exercise and tabulates the estimates on Table 2. The facilitator then uses Tables I and 2 to calculate the median (or average) estimated accuracy for both Diagram I

and Diagram II. He posts these medians in Table 3.

11. The group is then shown the actual diagrams for the two sets of squares. Each participant counts the number of squares he has drawn correctly on each diagram.

12. In the last columns of Tables 1 and 2, the facilitator tabulates the number of squares the participants have drawn correctly for each diagram. From the data, he determines the medians for Diagrams I and II and enters these in Table 3.

III. The facilitator leads a discussion of the results in terms of time, accuracy, and level of confidence, calling upon "back-home" experience and application.

IV. The observers report their process observations. The group discusses these in relation to the data generated during the first phase of the discussion.

Variations

I. Instead of medians, means (arithmetic averages) may be computed.

II. Additional phases such as the following can be included:

1. Two-way, with demonstrator facing participants, who are permitted to react nonverbally.

2. Two-way, with demonstrator not facing participants.

III. Two or more participants can be selected to work together as a demonstration team.

IV. Teams of participants can be formed to draw the diagrams on newsprint cooperatively.

V. The content can be changed to include data relevant to the objectives of the training and/or a complex type of problem.

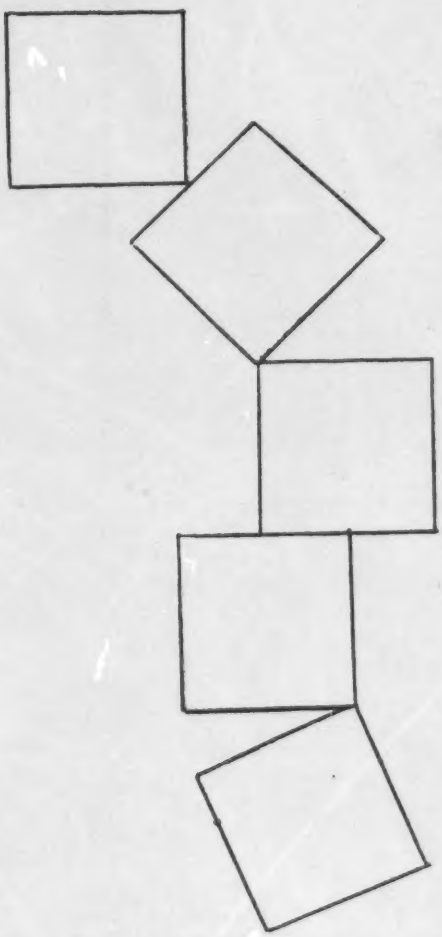
VI. Physical models, made of dominoes or blocks, can be described by the demonstrator.

DIAGRAM I: ONE-WAY COMMUNICATION

Instructions: Study the series of squares below. With your back to the group, you are to direct the participants in how they are to draw the figures. Begin with the top square and describe each in succession, taking particular note of the relationship of each to the preceding one. No questions are allowed.

DIAGRAM II: TWO-WAY COMMUNICATION

Instructions: Study the series below. Facing the group, you are to direct the participants in how they are to draw the figures. Begin with the top square and describe each in succession, taking particular note of the relation of each to the preceding one. Answer all questions from participants and repeat if necessary.



Activity 29

Purpose: to reveal that blind following of directions is not always desirable.

Participants have no hint of this exercise in their manual. You should instruct one or two participants or the entire group to perform increasingly absurd tasks. See how long group members will continue to "follow directions" throughout this exercise, maintain the atmosphere of serious business, and, in short, do not indicate that they should suspect anything on your part. You might compile your own list of crazy tasks, but they should resemble reasonable requests so participants will tend to cooperate. These directions might include:

Prepare for a paper/pencil exercise
Sharpen pencils
Go to the board
Erase the board
Raise the window
Climb out the window
Wash your hands
Wash your feet
Sit on the floor
Stand on your head
Check the last exercise of the participant to your right
Slap that participant

V. PROBLEM SOLVING

The problem solving function of an Educational Development Center, while not first priority, deserves consideration. This function provides direct services for students, teachers, and parents with situation crises. For the student the situation may involve difficulty remembering the steps in solving a mathematics or science problem. For the teacher the trouble may be coming up with a way to help students understand the relationship of a sequence of steps in solving problems. For the parent the concern may be knowing how to best talk with a teacher and child about problems related to learning or personal growth. On the surface the solution might appear obvious, but other problems may evolve around more serious conflicts or misunderstandings.

Problem solving staff

The problem solving functions may be provided by any number of people, some of whom are already functioning in this capacity. Additional people may be enlisted, however, to enable more systematic availability of personnel and to include people representative of peer and parent groups as resources. Perhaps most importantly, the Educational Development Center staff must find ways of assisting the total school staff develop and give priority to an attitude of sensitivity and helpfulness in immediate crises situations. Regardless of staff size, one person needs to hold ultimate responsibility for the problem solving service. The following exercises are designed to aid you in developing a workable problem solving assistance system.

Any problem solving function must be publicized. Strategies must be developed for acquainting students, teachers, and parents with the functions that can be provided. This can be accomplished through any of the usual channels of orientation programs and presentations, bulletin boards, students or school newsletters, and notices on the restroom doors. Special attention should be paid to critical times as anticipated around beginnings and ends of quarters or semesters, grading periods, and exam dates.

Publicity

Activity 30

Purpose: to initiate ideas for a problem solving service.

Instructions: Each group participant should assume he/she is responsible for the problem solving function. Working in triads, each triad should develop a plan of implementation:

1. Brainstorm types of student needs or crises situations which could be handled with a problem solving function.
2. Formulate a list of school/volunteer personnel who might be available for a problem solving assistance program.
3. Define a set of skills each problem solving service participant should have.
4. Establish a set of guidelines for the operation of the problem solving service:

   Who's available what time of day?
   After hours service?
   Who is ultimately responsible?

Activity 30

You may want to circulate among the triads and facilitate their problem solving system design. When all triads have completed the activity, you should conduct a summary discussion. It might be possible to reach a consensus on most of the items.

Activity 31

Purpose: to specify what services in a problem solving system might be useful in a crisis.

Instructions: Take one of your examples of crises situations from Activity 30, Step 1 and explain how it could be resolved using one of the following:

- telephone extension for anonymous calls
- confession booth for advice
- Educational Development Center for case conferences
- consultation from experts in counseling or behavior modification
- one-to-one counseling
- home intervention
- peer counseling
- other--be specific

Activity 31

You should preface this activity with a list of services that might be considered as ways of meeting crises situations. Some of these are listed in the participants instructions. You may want to expand this list as a follow-up summary to the exercise.

VI. EDUCATIONAL PLANNING

Educational planning is the function which might traditionally be called "Advisement." Advisement is not used here because it connotes telling someone what you think he should do. Educational planning on the other hand, is helping someone clarify personal goals and increasing awareness of resources and strengths for achieving these goals. The personal assumption here is that each individual is the best source of answers to questions concerning personal wants and needs, especially since each person lives with the consequences of his/her own choices. One person can provide personal opinions, but not answers for another. Thus, educational planning is a process of clarifying when there is confusion and initiating movement when there is the feeling of being stuck. The goal is for the student to retain the opportunity to experience the process of decision-making and begin to develop self-confidence, and a sense of direction.

Planning vs. Advisement

Educational planning is not just a service to students with problems. All students need help in mapping out their academic careers, in outlining and pursuing a chosen direction, and in monitoring progress and possible alternative courses of action if one direction does not prove satisfactory.

Total school coverage

The basic stances of the helping relationship involved in Educational Planning are as follows:

1. As helpers, we bring all our life experiences to the helping relationship. Most fundamentally, this means that

a person's power lies in the ability to set personal directions. All of us choose to behave in the ways that we do. By accepting responsibility for taking care of ourselves, responsibility for our choices and their consequences, we gain the freedom to actively set our own directions within any situation. As helpers we should relate to others based on this conviction, and believe that by doing so we allow the people we work with the experience of sharing in this discovery.

Accepting Responsibility

2. People in crisis feel caught between needing something to change and not seeing any way that it can. Stuck in this contradiction, people act as if they are at a standstill. Because someone seems stuck in this way, does not mean that he/she is sick or weak, but that he/she is someone who, most of all, is ready to change. It is important to respond <u>not</u> to that static

position of being stuck (which is a denial of the person's strengths), but to the tools and skills which are available to him/her in working through the crisis. It is important to listen to a person who feels stymied, for in that position, a person has difficulty listening to others as well as to himself/herself.

Awareness of personal tools

3. Individuals bring into any crisis the strengths developed over a lifetime of interacting with others, resolving issues, and taking care of themselves (even though, for the moment they seem to have lost touch with their strengths). As the planner responds to a person's demonstrated strengths and resources he has available for problem solving, the individual begins to get back in touch with his own capacity to take care of himself/herself and to move through the crisis.

Building on strategies

4. Significant people (students, teachers, family) involved in a crisis indicate their caring and concern when they seek help. Frequently, in crisis, what we see is considerable upset and distance. Implicit in the upset is powerful investment, or declaration of caring. The fact that people are seeking help shows a desire to reduce the distance. If we respond to the distance alone, we deny this implicit caring message. A person can give recognition to both messages, helping each person involved in the crisis "hear" the caring.

Declaration of caring

5. Teachers and students, or parents and children frequently respond to the turmoil and disagreement of a crisis by attempting to exert control over each other. This is especially true when

the situation involves adolescents who are exploring with setting their own directions. These control struggles often create added distance and further polarize disagreements. In contrast, once individuals give up attempts to control each other and begin taking care of themselves, accepting responsibility for their own choices and their own consequences, they can begin to share their feelings and ask for what they want in a way that facilitates movement through crisis. The goal is to work toward sharing within a context of personal responsibility, thereby allowing people involved in the crisis to experience ways of communicating which allow them to arrive at their own conclusion.

Sharing responsibility vs. Control

6. Often people in crisis put most of their energy into seeking "answers," asking "why," searching out reasons for the crisis. Also, individuals frequently feel a need to recount the whole history of events leading up to the crisis. Whether intended or not, this usually amounts to an attempt to fix the blame for the situation that has occurred, and leads to questioning each other in a punitive way. This kind of behavior generally continues the static condition of the crisis and may often result in increased distance and the delivery of irrational ultimatums. The responsibility of the planner is to focus on the resources and skills which are available within the relationship and to respond to the individuals in terms of what they want from each other <u>from now on</u>.

Focus on future, not past

Educational planning involves more than crisis intervention. In fact, this function involves more than planning educational

schedules and curriculum selections, as the term might imply. The focus is on educational planning as related to all aspects of life--present and future. Educational decisions and plans are made in the context of several life roles settings and events. Educational planning is any ongoing developmental process comprised of a series of tasks, decisions and experiences. The activities involved are varied, including individual and group conferences, curricular and extra-curricular experiences, parent conferences, program planning, etc. Staff competency requirements are numerous, but can be categorized and described in six basic skill areas: Listening and responding; focusing on strengths; problem solving skills; clarification; redirection; and negotiation.

1. Listening and responding. This is a response process also called "active listening" aimed at facilitating productive movement by reflecting primarily underlying feelings, which are those feelings that lie one step below what is explicit in the speaker's statement. The goal is to contract the caring which we assume ultimately motivates anyone seeking to work. By listening and letting another person know we are listening, we "get with" that person in a way that encourages personal growth. One of the most important parts of this first skill involves listening for the positive message in the speaker's statement. This also helps the person in crisis to hear the "flip-side" of his/her own message, for example: "I'm really angry at my teacher. She doesn't even seem to know that I miss her class.

Reflection of feelings

She never calls on me."

Response: "It sounds like it's really important to you to have some recognition from your teacher." We then use the positive message we are hearing to reflect the unstated desire for action in the person's communications. We work with how the person would like to have things be different in order to initiate action toward establishing a starting place for change. For example, the above statements might be followed with: "It sounds like you are feeling ignored by your teacher; you'd like to have some attention from her." Active listening is a way of moving with the person in crisis; we first get in touch with the pain of the situation through our recognition of it, moving finally to a place where the individual is ready to think about personal goals and action strategies.

2. Focusing on strengths. Used in conjunction with active listening, this is one of the most crucial aspects of planning. Throughout the whole helping process, we respond to the skills and resources which we see and sense in the person. We can focus on what the person is doing for himself or herself in coming to seek assistance, in deciding to make things different, and in clarifying personal goals. We can point to past successes in using strengths to deal with crises or problems.

Identifying personal strengths

3. Problem solving skills. The importance of listening for and working with a client's own strengths and feelings is that the person in the helping role is freed from having to take

responsibility for solutions to the situation. We listen for the direction which students prefer, and feel best about, and help them decide how to best move in that direction.

Problem solving skills

4. Clarification. The essence of this skill area is in helping students think through the various situational alternatives; open ended questions help the student to explore personal attitudes and knowledge related to the planning of problem solving situation. We specify and define with the student directions for the session, feelings, wants, alternatives, decisions, consequences, and communication between people involved in the decision.

Alternative solutions

5. Redirection. This skill is possibly the most potent one required in educational planning. The goal of communication is for significant people involved in the decision or crisis situation to talk to each other in constructive ways. To accomplish this, all messages between individuals must be clearly interpreted and understood. Each person needs to listen to the messages of others until all arrive at a common message. The next step is to increase the acceptance of the communication. Then the facilitator shares the agreed-upon message with the person in the room most closely concerned with the particular statement. The purpose of this is to provide a model of effective communication and to "break the ice." The final step is for the facilitator to step out of the process and have each person give those same messages directly to each other, again after arriving at an agreed upon message (through the listening-reflecting

Communication of decision

process). The kinds of messages we can agree on have built on these things:

a) Messages that do not blame or punish

b) I statements/owning a statement

c) Positive statements as opposed to negative

d) Statements the other person can hear (that do not cause defensiveness)

6. Negotiation. This skill may or may not be used in educational planning. Often, once people are able to hear each other's caring messages, they feel they can deal with important issues or problems by themselves. However, we consider negotiating to be a skill we can teach to a person if this is something wanted. The negotiation process involves first identifying the need to have things changed from each person's point of view, so that all have a vested interest. Then it is important to focus on one issue at a time, and it is best that it be fairly non-controversial for a first negotiation. Then explore the issue, getting each to explore personal feelings, in order to determine what each member wants. All the while, each person in the crisis is given responsibility for arriving at an acceptable solution, that is, for each to distinguish personal "wants" from "needs;" what is non-negotiable, how much is negotiable. After agreements are reached, it may or may not be useful to establish consequences for breaking them. This depends upon whether members feel they are needed. Often those involved in a confrontation feel so good about

Negotiation with others involved

reaching agreements that they don't want to even think about the possibility of setbacks.

Activity 32

Art-Med School Dilemma

Purpose: to provide the participants with an opportunity to experience a role-play situation involving an educational planning problem.

Instructions: Your leader will ask for volunteers to assume the various roles in this situation.

Situation. A senior high school student wants to be an artist; his father is really set on his being a medical doctor. The student has been taking courses to prepare for Medical School and is at the top of

of his class. Crisis: The student was accepted by a major medical school. The approaching deadline for sending initial papers to medical school has put the student in a real crisis, because accepting would seriously strengthen a commitment to a life career he does not really want. In order to sort out the feelings of not wanting to disappoint parents vs. not wanting to go to medical school, the student came into the Center for help. After clarifying his thoughts and feelings within the educational planning process, the student decides on his own to apply to art school and sends a letter rejecting his acceptance to medical school. The parents are enraged. The principal is enraged because her top student was her example of "success" that she held up before other students and the community.

Activity 32

Art-Med School Dilemma

Ask participants to read the situation on the activity handout. Next, ask for volunteers to assume the various roles. If you have some reservations about being able to get a volunteer with sufficient skill to model the role of a person (counselor or teacher) facilitating the educational planning process, you may wish to play that role yourself.

In setting up the people for their roles you might help them identify with the role more closely by suggesting that role playing and empathetic responding are very similar in skill requirements.

Following the role play a group discussion should be conducted. Comments by the larger group can focus on such topics as (1) skills involved, (2) alternative solutions or process strategies, and (3) identification of similar problems which might be confronted in educational planning.

VII. ENVIRONMENTAL APPRAISAL

Environmental appraisal is the process by which we continually evaluate school programs and trends in order to detect deficiencies or problems. This function also includes staying up-to-date on new theories or approaches to education and learning. Environmental appraisal is aimed at monitoring the general effectiveness of the school in promoting student learning and as such is more of an indirect appraisal function than the previously mentioned assessment function.

All schools have some environmental appraisal, but these programs vary in definition, purpose, formality, and level of systemization. At some level, formal or informal, every school asks questions about the effectiveness of its instructional program in promoting learning among students in general as well as among specific types of students. This training package recommends a more systematic inquiry into the extent and nature of the instructional program as it related to promoting student learning. The focus here is upon three major approaches that may be used to generate hypotheses about the effectiveness of the school program. The first strategy requires administration of instruments to assess the psychological climate present in segments of the school. If systematic sampling is undertaken using the instruments to assess school climate, then generalizations about the school and specific segments within it may be made. There are a number of climate

Appraisal of all factors relating to student learning

instruments available which may be adapted to suit individual school needs. The Career Guidance Climate Scales, to be used in Activity 33, are included as examples of instruments designed to elicit perceptions of school effectiveness in promoting student learning.

Career Guidance Climate Scales

Outline and Instructions

I. Teacher Feedback Inventory

Purpose: Perception of the quality of classroom teachers functioning in the school. Primarily for student response but directions can be modified for educator's self evaluation of peer feedback.

Use: Negative responses on a majority of the items would be indicative of a repressive school climate. Each item deserves attention to check practices that may justify staff development training in an area.

II. Personal Problem Solving

Purpose: Perception of potential helpers and their relationship to typical concerns. Primarily for student response. Staff can compare their predictions of student response.

Use: Failure to choose school staff plus many "I don't know" responses may be indicative of closed communication in school. Potential organization procedures and gu dance program emphases may be suggested by individual items.

III. School Communications

Purpose: Perception of relationships among key groups and functionaries. Students and staff can respond to this inventory.

Use: Provides check on communications break downs and and possible power struggles. Conflicts between groups can be brought out into the open.

TEACHER FEEDBACK INVENTORY

Directions: Please indicate how characteristic (or "true") each statement is of the teachers in your school.

(A) Most teachers (more than 75%)
(B) Many teachers (between 50% and 75%)
(C) Some teachers (between 25% and 50%)
(D) Very few teachers (less than 25%)
(E) Can't say, no opinion

1.	Teachers clearly outline and organize their courses.	A B C D E
2.	Teachers encourage classroom discussion.	A B C D E
3.	Teachers make the class material relevant to current trends and events.	A B C D E
4.	Teachers involve students in the choice of class goals and classroom activities.	A B C D E
5.	Teachers give friendly help to any student having problems with classwork.	A B C D E
6.	Teachers make sure that students understand the work that is done in class.	A B C D E
7.	Teachers are fair and impartial when grading or evaluating student assignments.	A B C D E
8.	Teachers maintain proper control--not too much, not too little.	A B C D E
9.	Teachers encourage students to do independent work.	A B C D E
10.	Teachers are understanding of students' academic stress.	A B C D E
11.	Teachers stimulate students to think and be imaginative.	A B C D E
12.	Teachers succeed in making their courses interesting to students.	A B C D E
13.	Teachers are clear about what they expect in assignments and tests.	A B C D E

14.	Teachers encourage students to pursue their special talents, abilities, and interests.	A B C D E
15.	Teachers genuinely care about what happens to students.	A B C D E
16.	Teachers help students to adequately experience success.	A B C D E
17.	Teachers encourage students to help each other learn.	A B C D E
18.	Teachers do not make a "big thing" of student mistakes in class.	A B C D E
19.	Teachers provide opportunities for students to discuss things that are important to them.	A B C D E
20.	Teachers provide enough guidance to insure that each student knows where he/she is now and where he/she is going.	A B C D E

PERSONAL PROBLEM SOLVING

Directions: If you felt you needed advice in any of the following areas, who would be the one person in each area you would most likely turn to first for advice or help?

Person I would turn to first:

(A) Teacher
(B) School counselor
(C) Parent
(D) Clergy-minister, priest
(E) Other adult not in the family
(F) Someone my own age
(G) I would try to solve the problem by myself
(H) I don't know

Area	
1. Adjusting to school	A B C D E F G H
2. Advice about college admission	A B C D E F G H
3. Classwork concerns	A B C D E F G H
4. Relations with the opposite sex	A B C D E F G H
5. Personal problems	A B C D E F G H
6. Choosing a vocation	A B C D E F G H
7. Trouble with reading or studying skill	A B C D E F G H
8. Finding a job during school	A B C D E F G H
9. Solving a financial problem	A B C D E F G H
10. Finding a job after graduation	A B C D E F G H
11. Ethical or moral problems	A B C D E F G H
12. Drugs	A B C D E F G H
13. Teacher conflicts	A B C D E F G H

14.	Racial problems	A B C D E F G H
15.	Parent conflicts	A B C D E F G H
16.	Religious commitments	A B C D E F G H
17.	Getting along with friends	A B C D E F G H
18.	Joining clubs or social groups	A B C D E F G H
19.	Buying a car	A B C D E F G H
20.	Finding out how I affect others	A B C D E F G H

SCHOOL COMMUNICATIONS

Directions: In general, how good is the communication or personal relationships between the following persons or groups at your school?

(A) Very poor
(B) Fairly poor
(C) Fairly good
(D) Very good
(E) Can't say

1.	Student leaders with other students	A B C D E
2.	Students with other students	A B C D E
3.	Students of one race with students of another	A B C D E
4.	Teachers with college bound students	A B C D E
5.	Teachers with work bound students	A B C D E
6.	Teachers with other teachers	A B C D E
7.	Teachers with counselors	A B C D E
8.	Administrators with students	A B C D E
9.	Adminstrators with teachers	A B C D E
10.	Administrators with counselors	A B C D E
11.	Parents with teachers	A B C D E
12.	Parents with counselors	A B C D E
13.	Counselors with college bound students	A B C D E
14.	Counselors with work bound students	A B C D E
15.	Students with parents	A B C D E

These instruments were developed by the Georgia Career Guidance Project. Results obtained by these instruments reveal the respondents' perception of the general environment as well as the teacher(s) or helper(s) style and process. With minor changes these same instruments may be useful for reviewing a specific teacher, helper, or class of teachers (social studies, science, math, Educational Development Center staff-helpers).

A second strategy useful in spotting learning problems or inhibitors to learning include the monitoring of data already available in most schools. How well the school in general is responding to learning needs may be determined by review of standardized test results and drop out rates. If the student population mean ability score is significantly different from the expected mean on any achievement subtest, there is reason to inquire in more detail about the discrepancy. If failure rates in a given subject matter area are unusually higher than might be expected on standardized test results, this might also privide a warning signal. Whenever predictions and results are grossly out of line it is time to: (1) review expectations of faculty, (2) determine the effectiveness of the teaching process, (3) conduct a study habits inventory among students, (4) or re-evaluate past promotional policies and standards.

As a rule-of-thumb, a school drop-out rate that exceeds 25 percent between grades 7 and 12 is cause for alarm. Reviews similar to those suggested above might be applied here.

Additional indicators of learning problems or inhibitors to learning that signal cause for alarm and action are: (1) schedule change requests out of proportion for a particular teacher or course offering, (2) highly skewed grade distribution of student ability, (3) unusually high rate of absenteeism, and (4) unusually high failure rate(s).

A third strategy calls for the direct administration of a study habits inventory as a part of the standardized testing program. Many schools form committees of faculty, students, and parents to construct such inventories, while others select instruments of this type available from educational and test publishers. (One such instrument is the Study Habits Check List published by Science Research Associates.) An improved study habits inventory might be derived by combining typical data from an inventory with results of diagnostic tests in reading, writing and mathematics.

Activity 33

Purpose: to experience typical educational environment appraisal scales.

Complete the Career Guidance Climate Scales as administered by the leader.

Activity 33

Needed: a copy of each of the three Career Guidance Climate Scales for each team member. (Provided in the participant manual.)

Administer the Career Guidance Climate Scales asking each team member to complete each scale as he/she perceives the situation to be from their own perspective. Switch instruments indiscriminately and make a group tally of the results.

A discussion should focus on what members learned from the experience. If reasons are given why these scales might not work, reflect affect but redirect attention to what is learned from this scale.

Did the scales affect or enhance their perception of the school learning climate? Would this experience be recommended for students, teachers, parents? If so who would implement the process and how?

Activity 34

Purpose: to develop an environmental appraisal program.

Instructions: Design an environmental appraisal plan for your school, remembering that the goal of such a plan is to produce a learning profile for your school and to provide for your school a vehicle for keeping school staff in touch with proven processes that promote student learning.

The enclosed Figures 1 and 2 are examples of how an action plan might look in format. This type of format provides quick visual identification of research activities, priorities, and responsibilities. This type of action plan might be adapted to fit the needs of your school.

School_____ ENVIRONMENTAL APPRAISAL Figure 1

Date completed_____

LEARNING INDICATORS	WHERE OR HOW OBTAINED	DATE	RESULTS AND NOTES	ACTION NEEDED
Teacher Feedback Inventory	Classroom administration grades 7, 8, 10, 12--all students	May, 1976	Poor--25-30% of teachers perceived to be doing poorly by students	Administer scale to teachers--same grade--compare results. Suggest faculty meeting on problem solving.
Personal Problem Solving Scale	See above	May, 1976	Poor--time availability a problem	Decide whether school personnel should be perceived to be higher proportion of "person I would turn to first." Need a follow-up survey to determine availability of others they would turn to and satisfaction with outcome.
School/Community Scale	See above	May, 1976	Good except items 5, 8, 9, & 11	
Schedule Change Requests	Assistant Principle	Sept., 1975	70% of students request 1 change 40% of students request 2 or more changes	Next registration collect systematic data to determine stated reason for change requests. Review again after next registration.

ENVIRONMENTAL APPRAISAL

Figure 1

LEARNING INDICATORS	WHERE OR HOW OBTAINED	DATE	RESULTS AND NOTES	ACTION NEEDED
Drop-out rate 7-12	Assistant Principle	May, 1976	35%--too high	Follow-up of drop-outs-- get consultant-- State Department Education to help design.

School_____ ENVIRONMENTAL APPRAISAL Figure 2

Date completed_____

PROMOTERS OF STUDENT LEARNING	SOURCE	NOTES	ACTION NEEDED
Encouragement and Praise	Dinkmeyer or Related with Significant Others--a Staff Development Manual--Georgia Career Guidance Project	Excellent source for Staff Development--Exercises for practice and recognition of discouragers.	Train observers using source and conduct study via structured observations of classrooms and teaching process to determine extent of use of encouragement and praise in teaching process. (No identification by teacher or subject) Make results available to staff and option for specific teachers to request study. Depending upon results--Establish staff development series for school staff and parent groups.
Values Clarification	Simon, Howe, Kirschenbaum Values Clarification: A Handbook of Practical Strategies for Teachers & Students. 1972	Excellent resource of 78 strategies for use by teachers and students. Focus on learner involvement and commitment.	Establish Parent and Teacher groups to read book, participate in experiences using values clarification approach and seek "contracting" to include in their relationships with their children. Possibly establish values clarification groups with children/students.

Activity 34

Needed: (1) school, district, state data on drop-out rate;

(2) completed copy of the standardized testing program for the school with results summary;

(3) a copy of a study habits checklist, if available.

If participants experience difficulty with adapting these examples, you might direct them to the three alternatives noted in the introduction to this section. Your summarizing discussion should focus on what changes participants made in the examples and why these changes seemed desirable. Your final comments should focus on how this plan will be implemented in participant schools--who will be responsible for it, who will coordinate the data collection, how often it will be repeated, how the administration will be convinced that it is needed.

VIII. CENTER ORGANIZATION AND DEVELOPMENT

Throughout the learning activities presented in this training manual you have been asked to participate frequently. Most of the activities have been designed to actively engage you in a dynamic process of learning about important dimensions of a student's world at school. In this package you have been engaged in experiential learning designed to help you learn from your own actions, practices, and perceptions. This same approach might be adapted in your own classrooms and offices. Such adaptations seem desirable because pupil-centered learning experiences generate more long-term recall of principles than teacher-center learning; because students seem to devote more energy to learning through doing than through listening to lectures; and because teachers of high-achieving classes tend to accept, clarify, and adopt student ideas significantly more often than teachers of low-achieving classes.

Greater student involvement

In the Educational Environment package you have been participating in exercises designed to model greater student involvement in learning. Practices such as tutoring, advising, planning, and teaching for learning skills development usually can most effectively be developed by experiencing the need, the process, and the result. Pooling one's experience with the experiences of others leads to better anticipation of individual differences in learning a skill. This enables teachers to plan for learning experiences that should reach larger numbers of the target group. Yet, we might add that the developers of this package do value lectures,

books, and authorities who represent content mastery. The issue here is a question of presentation and sequence of events in learning. Learners are most apt to respond well or learn material presented to them when they experience a readiness (personal need) for the material to be presented and when they experience the relevance of the material to their needs.

While there are a number of skills required for teacher roles, the principal focus in this training package has been on the use of procedures that promote learning. The listing below indicates some of the procedures that were utilized. You may wish to adopt some of these for your own classroom needs.

Procedures that promote learning

Procedures

Brainstorming
Processing Skills (see also Values Clarification)
Values Clarification
Mini-Lecture
Case Presentations
Modeling
Role Play
Communication Training (Listening & Responding)
Structural Discussion (see Processing Skills)
Motivators (Stimulus Statements, games, warm-ups)

The next listing shows facilitative procedures as they might be applied in providing the functions of the Center.

CT--Communication Training
RP--Role Play
CP--Case Presentation
VC--Values Clarification
BS--Brainstorming

Functions	Facilitative Procedures
Educational Planning	CT, RP
Tutoring	CT, RP
Assessment	CP
Problem Solving	CT, RP
Environmental Appraisal	CP
Learning Skills	VC, BS

Now that you are more aware of the teacher skills and procedures that promote learning, and how use of these skills and procedures can be promoted through an Educational Development Center. Discussion will center of Staff Development, and Facility Development.

A. Staff Development

Staff Development is the critical support function for all other Center functions described in the Educational Environment package. If the educational environment is to become emotionally and intellectually satisfying continuous upgrading of skills and examination of work related attitudes and values is necessary. Staff Development should include:

1) Training of Center staff to carry out all Center functions such as assessment, tutoring, and learning skills improvement. Such training should be conducted prior to program implementation, and thereafter periodically to upgrade skills.

2) Ongoing assistance to staff in handling difficult problems. Consultation among Center staff should be provided in the organizational development of the Center. When a staff member feels uncomfortable with his/her ability to respond to a special problem presented by a student, he/she may request staff consultation.

3) Training teachers and other school personnel (who are not official members of the Center staff) in more effective ways to help students learn. Skill areas include:

   a) identifying learning problems
   b) tutoring skills
   c) creating a learning environment

      1) giving creative assignments; encouraging students to tailor assignments to personal needs and interests.

      2) building on student strengths and contributions; recognizing what a student does well and finding opportunities for him/her to exercise skills and knowledge.

      3) attending to physical environment; classroom seating, lighting, colors, distinctive noises, aesthetic quality, organization.

4) improving classroom management; promoting open communication, maximizing involvement, utilizing task groups, grading, subgrouping.

5) giving positive messages about learning; encouragement rather than discouragement.

Levels of Training

In Staff Development it is important to clarify the objective of training--or level of training. The objective will vary with different target groups and will vary at different times with the same target groups. This package assumes three possible levels of training. Each level builds on the level before it and adds a new dimension.

1) Awareness. The purpose is to make the staff member aware of where he/she is, what his/her strengths and limitations are in skill development, and what values and attitudes he/she holds toward students and teaching. Movement is not the objective of this training, although it may occur with some staff.

2) Modeling. The ultimate purpose of training is to get the staff member from where he/she is to where he/she ought to be: Only then can staff become effective models for student attitudes and behaviors. Here the staff member learns what in his/her behavior needs to change. The ultimate goal in this type of training is movement from pre-awareness behaviors to more effective post-awareness behaviors.

3) Facilitation. The purpose of training is to enable the staff member to facilitate the growth of students. Staff members

not only model good skills, but also relate to students and plan experiences for them that will enable them to acquire skills. The staff members ability to promote movement in students is the objective of facilitation.

Activity 35

Training Teachers

Purpose: to provide a sample training exercise for improving teacher effectiveness and encouraging facilitative teaching.

Instructions: The workshop leader will provide you with a structure for listing your typical facilitative and non-facilitative responses to students.

Activity 35

Training Teachers

Purpose: to provide a sample training exercise for improving teacher effectiveness.

You may wish to solicit from the team potential issues for consultation with teachers. The decision will probably be based on team readiness for participation at this point and time available. If team input is solicited, make it quick and fun. You may wish to use brainstorming with subgroups.

Suggested Exercises

There are a number of exercises that might be introduced at this point for member participation. Each of the skill areas suggested for teacher consultation and training could be developed as an exercise. The one which follows is intended to serve as an example. It has value for team training and probably could be used with many teacher groups to enhance their awareness and practice of more "facilitative" teaching. (This term was borrowed from Facilitative Teaching: Theory and Practice by Joe Wittmer and Robert D. Myrick; Goodyear Publishing Company, 1974) They imply that teaching is concerned with promoting academic, social, and personal growth. Facilitative is characterized as a teacher providing learning situations where learning is:

1) meaningful to the learner
2) voluntary
3) self-initiated
4) self-evaluated
5) feeling-oriented

Optional exercise: (set time limits for each step)

Step 1

(Group Activity) Ask the team members to generate quickly a list of verbal responses that teachers and other school staff use that convey negativism toward students. Encourage their listing of subtle as well as blatant responses.

Step 2

(Individual Activity in the group) Next ask each team member to identify his or her own most common negative response and to identify actual responses that could be substituted in the future to make the interaction positive. Individuals may be asked to voluntarily share their work and findings.

Ask team members to develop a series of short statements that can be used as stimulus statements by a student calling for teacher response. When the group has finished they will have an exercise for possible use in awareness and communication skill building for teachers and Center staff.

Step 3

Conclude this exercise by asking team members to keep track of their successes in substituting positive for negative responses and

to share these successes with the team. They may do this for any specified period of time--but specify the time (day, week, etc).

Three activities are presented next for your participation. The first (Activity 36) is a simulation (role play) for developing criteria for good teaching. It also provides a standard stimulus event for group observation of teaching in action, allowing trainees to experience both teacher and learner roles in the same situation. The practice opportunities with group feedback are limited only by the time and interest of participants. This exercise seems satisfactory for use in training Center staff for a number of functions.

The second exercise (Activity 37) in this part of the package is designed to help you identify skills and practice applying them in situations where consultation by Center staff with school personnel might be possible.

The last exercise (Activity 38) is designed to help your team (1) review the design considerations for your team training, and (2) develop a plan and specific training designs for the staff development function of the Center staff.

Activity 36

Identifying and Practicing Effective Teaching Skills.

Purpose: to reveal how one person verbalizes, rephrases, assists, leads, directs, and in other ways, teachers.

As a team, identify individual skills or knowledges held by members of the team. These skills or knowledges should be simple, discrete, possibly unknown to several other team members, and capable of being mastered by a learner in a short time (10 minutes). All team members will need to identify a skill or knowledge as described above--this will provide material for assuming the role of "trainer." Examples of such skills or knowledges are: a certain dance, whistling, putting a golf ball, putting a ring on a stick-a string attached to each, drawing a realistic human figure, draw a crooked line, working a yo-yo, knitting, macrame, throwing darts, pitching pennies in a waste basket, etc.

The next step is to pair off trainer and learner for demonstration for the remainder of the team. The skill or knowledge is now to be taught to the learner.

The third step is obtaining feedback. The trainer should start by sharing conditions and factors that he felt effected the training session. This is followed by learner feedback. The learner and observers may find it helpful to use a rating scale or structured response form for feedback. This form can probably

best be developed after one or two simulations have been completed. This will allow a better idea of what help is needed in making observation. Suggestions to get started include answering the following:

(1) was the task easy to follow?

(2) did the learner feel he knew what was expected?

(3) did the learner understand why he should learn this? and was he helped to feel it was of personal importance?

(4) did the learner feel stupid or put down?

(5) was the trainer patient?

(6) was the procedure clearly identified and outlined step by step? (was it manageable?)

(7) was there opportunity for practice?

(8) did the trainer use support and encouragement?

(9) did the trainer seem excited or bored?

The fourth step is to repeat the simulation with a different learner. The simulations should continue until all team members have had a chance to be the trainer.

Activity 36

Keep the trainer-in-role focusing on identifying factors or conditions that effected the learning. Help keep the trainer, learner, and team from making value judgments--"that was good or I did a good job or that was terrrible," etc. (You may wish to engage the team in a discussion about the effect that making value judgments has on teachers and learners.) Let the learner level of skill acquisition determine the effectiveness of the learning process used and encourage descriptive comments while critiquing. The specific aspect of the learning process involved should be identified and suggestions made for improvement, as necessary. These aspects should be explored by trainer and learner before the observers do so in detail.

Limit feedback to about 15 minutes per simulation. Discussion to tease out general principles of learning and training may last longer.

You may want to set up a learner to assume various specific attitudes or paces of learning to provide experience for the trainer in working with a variety of types of learners. (Slow learner or superior attitude, etc.) This should be unknown to all other team members.

The discussion that follows the planned simulation (difficult) learner characteristics) could focus on who felt frustration and impatience. Did frustration show and how? What happened differently in the two simulations? Was the trainer aware? Was the learner aware?

Activity 37

Consulting Skills Practice.

(Role play-simulation)

This exercise can be a case presentation following the guidelines presented for role play ("sociodrama, Appendix A). The Counseling/Consulting Skills Inventory that is included here can be used effectively for providing feedback.

Only two situations are presented here and you may wish to develop additional situations for your training and for training center staff. Role play is to continue until all team members have had an opportunity to practice taking the role of the "present Center staff" in the situation. Feedback sessions should follow each role played simulation.

Situation A.

A teacher is using a lot of subgrouping (task groups) in her classroom to encourage participation/involvement of students. The principal is highly critical of the noise and chair disorder in her classroom. He is talking casually to a teacher who happens to be a Center staff member.

Situation B.

A teacher has assigned comic books, True Confessions, Popular Science and shop manuals for students in English who are poor readers and troublemakers. The students have made definite progress. The principal discovers the reading material and orders

the teacher to get rid of this "trash" and get back to the District approved reading material. The teacher drops into the teachers' lounge and makes an angry comment--"Mr. Roseberry can go jump in the lake--I've had it with him and I hope he takes the damn English texts with him." A Center staff member is present.

COUNSELING/CONSULTING SKILLS INVENTORY*

NAME OF PERSON BEING DESCRIBED:_____

(A) Indicate for each question the rating, (1-7), that most nearly describes your own direct experience with the person being described.

1. He finds out what kind of help I want, what I expect from him, and what limitations I want to put on our work together.

   Hardly ever--1 2 3 4 5 6 7 -- Always

2. He is clear about the kinds of help he feels he can and can't give, and what he expects from me.

   Hardly ever--1 2 3 4 5 6 7 -- Always

3. He takes time to find out what the problem really is.

   Hardly ever--1 2 3 4 5 6 7 -- Always

4. He seems to care whether I accomplish what I want.

   Hardly ever--1 2 3 4 5 6 7 -- Always

5. He asks the kinds of questions that help me think things through.

   Hardly ever--1 2 3 4 5 6 7 -- Always

6. He really listens to me and understands my point of view.

   Hardly ever--1 2 3 4 5 6 7 -- Always

7. He seems to understand his own motivations, biases and sterotypes.

   Hardly ever--1 2 3 4 5 6 7 -- Always

8. When there is an important, though possibly unpleasant, issue to face he helps me to confront it.

   Hardly ever--1 2 3 4 5 6 7 -- Always

9. He makes me feel supported and not judged.

   Hardly ever--1 2 3 4 5 6 7 -- Always

10. We stop from time to time to evaluate how we are working together.

Hardly ever--1 2 3 4 5 6 7 -- Always

11. He helps me explore alternatives without pushing his solutions.

Hardly ever--1 2 3 4 5 6 7 -- Always

12. He helps me progress in a generally orderly way from defining the problem, through fact-finding, synthesis, exploring and testing solutions, to planning action and follow-up.

Hardly ever--1 2 3 4 5 6 7 -- Always

13. He willingly accepts the fact that the problem and the ultimate responsibility for solving it is mine, not his.

Hardly ever--1 2 3 4 5 6 7 -- Always

14. As a result of his help, I become more capable of solving future problems myself.

Hardly ever--1 2 3 4 5 6 7 -- Always

(B) After rating each of the preceding questions, please go back now and circle the three items where you feel improvement would benefit him most.

(C) Each of us seems to have a "natural" or preferred style of attempting to help another person. Some of these styles are more appropriate to certain situations than others. The most effective helping are probably those who are flexible enough to use a variety of styles, selecting the one most appropriate to the situation of the moment. The following are descriptions of some of these helping styles. Mark whether the person being described is "doing O.K." with each style, "needs to do more" of that style, or "needs to do less" of that style.

1---Needs to do more
2---Doing O.K.
3---Needs to do less

Style

CATALYST	Stimulates others to take action through their own insights, understanding, choice, etc. Clarifies questions, reflects what is happening.	1 2 3
PROCESS SPECIALIST	Helps others examine the process of their interaction with each other or the situation. Makes observations about what he sees happening, suggests ways to examine process issues.	1 2 3
COUNSELOR	Helps the client find understanding and decide on action himself by reflecting the clients feelings back to him more clearly, by asking questions for clarification or for developing alternatives. Sometimes suggests alternatives from his own experience.	1 2 3
PROBLEM SOLVER	Helps solve a specific problem. Most of the information comes from the situation or the other people involved, although he may bring some information or apply his personal judgment. Often suggests methods.	1 2 3
EXPERT	Brings special knowledge or skill to the client and may recommend a specific course or action. He questions in order to facilitate his own diagnosis. He may be expert in the process or in the content of the situation.	1 2 3
ADVOCATE	Brings a definite point of view regarding the situation or the solution and acts in a way to have his point of view prevail.	1 2 3

Make at least one suggestion which you think would help the person described further improve his counseling/consulting skills. Include comments on behaviors that you think are particularly effective and that you would encourage him to continue.

* The masculine pronoun is to be read in a generic sense, meaning he or she, in accordance with current non-sexist usage. The original instrument is reprinted here, unchanged and unedited.

Activity 37

Consultation--Center Problems

Need: Several copies of "Counseling/Consulting Skills Inventory for each team member.

Instructions: As suggested in the narrative introducing this content area, you may wish to conduct a sociodrama as this activity's focal point. If so, you should consult Appendix A for suggestions.

If you feel a bit uncomfortable about conducting a full-scale sociodrama, you can accomplish similar goals through a traditional simulation or role-play situation. In either case you will probably need to embellish the roles with further descriptive comments.

In the follow-up discussion guide the group toward consideration of alternative positive strategies. Consensus is not necessary, or even desirable. The purpose is to model a case presentation or conference staffing which is seen as a part of the Center functions.

Activity 38

Detailing the Staff Development Function.

Purpose: to design a Staff Development Plan

The product to be achieved during this exercise is an outline of identified responsibilities for Center staff development and for staff development for each of the Center functions. Ideally each team member will complete the staff training for each of the Center functions just as all have participated in this training package. Important decisions that impinge on the issue of staff development include the nature of the Center staffing pattern and the inclusion of personnel at various skill levels (professional educators, students, volunteers). As the environmental appraisal function uncovers new alternatives for providing functions or for serving new populations, and as staff turnover continues so will the nature of the staff development process.

Step 1

Review this training package and identify the facilitative procedures used. Critique your own training for the Educational Environment. Be sure to include a look at what each of you has learned, what you feel is still unanswered about providing Center functions. Look also at the extent to which this package has helped each team member to become more aware of his attitudes, values, and skills related to the Educational Environment;

demonstrated (modeled) procedures to develop awareness and facilitate skills development. And finally to what extent has the training enabled you to develop the skills needed to help others improve awareness and skill in coping more successfully with the educational process?

Step 2

From the team critique of training, develop guidelines for training staff in Center functions, emphasizing processes to be used.

Step 3

Develop small task force groups according to interest and skill by Center function Tutoring, Interaction Skills, Educational Planning, etc. Each task force should determine what skills and resources exist within team members that can be used for training for their function. Each should next identify the resources available that are not part of the team and determine how to obtain them. Finally, each task force should develop in detail the Center staff training and staff development to be used for their function. This plan should include recommendations for presentation of training, e.g, mini-courses, on-going consultation, workshops, seminars, weekends, evenings, etc.

Step 4

The designated coordinator for Staff development should collect each of the task force plans and develop (at a later date) a training manual for review and final approval by the team.

Activity 38

Staff Development Function Details

Purpose: to help participants design a Staff Development Plan

Instructions: Introduce this exercise by describing its importance. Effective Staff development programs are the key to positive change. Without increased motivation and skill on the part of implementers, new program ideas stand little chance for success.

Step 1 involves two basic tasks. First, help the participants list the proposed Center functions, and ask them to rate themselves on a continuum as to their attitude, knowledge and skill. Secondly, help them identify (by review) the types of training processes used in the functions on which they rated themselves highest.

Step 2 requires the participants to make use of the information they acquired in Step 1. The product should be a list of desired processes related to target Center functions.

Step 3 involves a current program assessment. Based on identified current skills, and needs for further skills each group should produce a specific staff development plan for their assigned function. You might help them identify Resource personnel, facilities, etc.

B. Facility Development

The final phase of this training deals directly with program planning and management strategies. In many ways, this stage is the most difficult for it involves the determination and delineation of very specific action plans. The content of this section is presented in an outline form to facilitate for implementation of the Educational Development Center concept. At this point it is important to mention again that the Center functions may be coordinated and implemented without a specified facility. However, the quality of such a program would undoubtedly be enhanced by the appropriation of a physical facility, or at least incorporation into such a facility as a Career Guidance Center.

The specific steps to be followed in implementing the program are: 1) Program Establishment/Interpretation; 2) Identification of Advisory Committees; 3) Organization of Center; 4) Management and Administration of Center; 5) Resources Identification; and 6) Program Evaluation. Activities are interspersed throughout this implementation section, however, in different form than in the previous sections of the manual.

Activity 39

Facility Development Plan

Your workshop leader will describe the type of product which is expected from your small task force groups for each of the six steps outlined in this section on Facility Development.

Step 4 should focus on a wrap-up discussion. Leave with a specific "Next Stop" plan.

Activity 39

Facility Development Plan

Divide the group into small task forces and ask each to develop a product for each of the six steps suggested in this program planning phase. You can be of assistance to the task forces in two major areas. First, you need to describe (in detail) the type of product expected in each of the six steps. Secondly, you can be of excellent consultative help by mixing with the groups, answering questions, posing alternatives, etc. Your only responsibility is to conduct a large group discussion at the end of the time you have set aside for each step.

Products:

Step 1
- A. List of target groups (to be sold)
- B. List of anticipated Barriers--and Related Answers

Step 2
- A. List of Professional Advisory Committee Members & Functions
- B. List of Student Advisory Committee Functions & Types of Members

Step 3
- A. Method of Organizing Functions/Services (Diagram of Operations)
- B. Location of Facility, and Time Schedule

Step 4

Management/Administration--Name of Center Coordinator and Functions

Step 5
- A. Rank order of Center functions
- B. List of Resources by function

Step 6

Description of a Program Evaluation Design

A. Types of Data to be collected
B. Responsibilities--Personal
C. Methods of Presenting Results

Leader Notes for Step 6-A.

As the team works on developing the four situations keep in mind that a role play of each situation may be helpful. If role play is to be used roles will need to be identified and developed--a setting, time, and place all need to be specified. Before electing to use this approach see the alternative role play that follows.

Part of the team might serve as a jury to decide on the adequacy of the response to the situation(s) by the Center staff in role play. The "jury" could develop a list of criteria they will use to evaluate the Center staff response while the other role players involved work on developing their roles. (For role play guidelines see the attached material on **Sociodrama, Appendix A**).

The discussion that follows the role play should focus on the strategy of the Center staff and the needs of those asking for the data. Was the data readily available in organized fashion? Were visual displays used in the presentation? What data could have been most appropriately displayed visually? Would the strategy and presentation be different if used to respond to: (1) a school board member's request that Center functions be restricted in favor of more staff and physical space for some other program, (2) student and faculty interest in learning more about the functions and

functioning of the center, (3) parent-teacher association interest in knowing ways to help solicit volunteers to staff the Center?

Each team member should share his feelings and "learnings" as a result of the role he/she assumed:

----------I was surprised that it was -------
(hard to know what a board member, student, parent might think of the presentation)

----------I found myself getting-------
(angry because I felt that the Center staff wasn't really responding to my needs.)

----------I learned that----------
(as a Center staff it's not easy to respond to an inquirer's needs because I felt defensive and had a hard time listening and determining their needs.)

----------I learned that----------
(as a Center staff I felt we needed to have our data about the Center prepared in a variety of ways and needed more visual aids to assist in our presentation and allow us flexibility.)

If the above statements aren't brought out by a role player you as leader may suggest that you perceived these as issues or simply raise these as questions of the role players.

Finally, the jury of evaluators should present to the role players their perceptions about the presentation or response.

If you use this role play approval you will need to provide a set of data (from fantasy) for the "Center staff" to use in role play.

An alternative role play could be to suggest that the team identify in each of the four situations the people involved. They would then hold a simulated meeting of all possible inquiries to

determine what questions, feelings, ideas, and concerns they have about the Center. These would be noted by a team recorder on newsprint for use by the team in planning data to be needed and means of collecting the data. The discussion suggestions for the alternate role play are appropriate even for their role play.

Step 1. Program Establishment/Interpretation. This step could be termed selling the "Center" concept. In order to make the Center a reality, the people who give the "OK" must be sold on the concept. To sell them the following steps should be considered:

A. Identify the different groups of people who must agree that a Educational Development Center is a good idea (e.g. Principal, Teachers, Parents, Students) in order for the idea to become a reality.

B. Identify the major concerns of each group: For example, Principal: high drop out rates, attendance problems. Identify some way in which the "Center" responds to the concerns of each group (e.g. gather data on school drop out rates, show what percent can be traced to study/learning problems); work up a presentation which speaks to the particular concern of each particular audience and is presented in a way acceptable to the audience (e.g. a slide show for parents, but probably not for the principal.)

C. Be sure to anticipate resistances each group will offer (e.g. Principal: This will cost too much!)

Step 2. Identification of Advisory Committees.

A. Set up a Professional Advisory Committee to the Center--composed of experts in relevant fields. It should also include the "gatekeepers" whose support is needed before the Center can become a reality. Advisory Committee should include parent leader and representative from news media who, if possible, is also a parent of a child in the school.

1. Identify people to involve.

2. Identify "function" of committee--will it be advisory or will it have real power? Carefully outline the Committee's boundaries.

3. Decisions to be made: Who will chair the committee? Who will serve as "staff" to the committee (i.e., make reports to and for committee--take minutes, distribute minutes, etc.) What will be the regular meeting schedule? Other decisions?

B. Set up Student Advisory Committee (SAC), to insure that the Center responds to real student needs. SAC should include students who are or potentially could be clients as the majority of members. (In short, don't pick just the school leaders who generally are not the kids with study problems.) Representatives chosen by SAC should serve on Professional Advisory Committee. Consider the same issues listed for Professional Advisory Committee.

Step 3. Organization of Center.

A. Organization of Services--There are two possible ways to organize the services into staff responsibilities:

Plan "A" Each person specializes in a service. In other words, the person or people who do "Tutoring" would specialize in that area and would not have responsibility for other functions except to refer students to other staff and provide information.

Exercise: Draw a diagram of this system showing how a student would negotiate the system: Student main problem--failing Algebra--also needs help in scheduling study time, test taking.

Plan "B" Each staff person is capable of carrying out all service functions and can respond to a student with a number of study/learning needs. At the same time, each staff member would develop one area in particular and would consult with other team members, and in turn would request consultation from team members for problems not in his area. For example, a student referred to staff member "A" whose major area is tutoring; however, "A" also handles study/learning skills development (scheduling study time and test-taking) for the student. Staff member "A" consults with staff member "B", whose major area is study/learning skills development.

Exercise: Diagram this system for student with same presenting problems.

B. Important Considerations

1. Interdependence of functions. Consider all the possible ways the functions are linked together. For example, suppose Environmental Appraisal shows a high transfer rate out of one teacher's class. This information should be given to staff development. Team members should trace cause of transfers. If it appears to be teacher's inability to teach or to get along with students, staff development could offer assistance. It is important to recognize that the Center staff should not wait until services are requested, but rather should be constantly assessing services needed and should make an effort to link the service with the person in need.

2. Locating Responsibility for Center Coordination.

3. Scheduling regular time for Center staff sharing.

4. Maintaining a schedule for "What" is going on, "When" it is provided.

Step 4.

Management/Administration of Center. It is important that a person be identified to coordinate and administer the Center. The relationship of this person to the career guidance team and the advisory committee will need to be identified and developed as a part of setting policy and procedures. Who is subordinate to whom? What administrative/coordinative functions need to be provided?

Step 5.

Identifying Resources for Each Center Function. At this point, you and your fellow team members have experienced exercises and information sharing for all of the functions included in the Educational Development Center concept. Hopefully, you have a good understanding of each function, and the different degrees to which the function can be developed from simple to complex and the basic skills required for staff to provide each function. This exercise is an opportunity for you and your fellow team members to begin to lay the groundwork for making the Center concept a reality (if you so choose)-- at your school.

Exercise:

A. Rank order Center functions in terms of priority for students at your school, (direct service functions only.)

B. What Direct Service Functions do you plan to provide? What System Support Functions are absolutely necessary? What System Support Function will you provide?

C. For each function (all), identify a resource (a person rather than a department whenever possible) who can help your team set up that function. Look very closely at the variety of skills offered by the staff at your school. Where skills do not exist in house, be creative in considering where else to go. Don't restrict yourself to traditional setting (in the university). Look at community centers (e.g. counseling center). Businesses may have resources in their staff development departments, for example in teaching people how to communicate on paper. Also, look at skills that parents have to offer. Consider arrangement with universities whereby graduate students could help with the research/evaluation function (or other functions) and receive graduate credit.

D. Develop a simple plan of action for first steps when you return to your school. Consider: (1) what needs to be done first, (2) how will responsibilities be divided among team members, (3) when will team get together again to plan next steps.

Step 6.

Evaluation. Program evaluation is the function of monitoring the effectiveness of the Center. This Center function is one of the most important and deserves high priority. It involves three basic processes:

A. Process Monitoring -- counting the number of students served, the kinds of problems presented, and describing responses to the problems. It also includes maintaining problems of manning the Center, e.g., problems in acquiring staff, problems in support from administration.

B. Impact Evaluation -- measuring the change in study/learning problems as a result of Center activities. Measuring the difference the Center's existence has made, directly and indirectly (including unanticipated side effects)

C. Cost Effectiveness -- measuring the cost, including donated goods and services, per unit of service rendered (per student served; per hour of service.)

This last exercise is intended to help you clarify what type of information you may need to include in your program assessment.

a. As a team identify four situations that might occur that would require data to be available about the Center functions, successes, problems, and services rendered. As team members you should now have a good idea of why program evaluation is important, what needs to be included as data, and how the data can best be presented to various audiences or inquiries.

b. The final steps for your team is to determine who among your team will assume primary responsibility for developing this function and the role(s) of the remaining team members and any other people that may be included in the leadership for developing the program evaluation function of the center.

THE LAST WORD

You have now completed a training package designed to improve your abilities to facilitate student learning and constructive involvement in The Educational Environment. We trust that you have benefited from this staff development experience. You may wish to consult the resources list at the end of this module for further information and help in this area.

According to our recent comprehensive needs assessment study, students desire to be more effective in their present daily environment--the school. We hope that we have challenged you and helped you to consider some techniques and strategies for facilitating their efforts to become more effective.

PCM
JCD
SLM

APPENDIX A

Sociodrama

In this training package the term sociodrama refers to learning experiences in which participants act out common or typical social roles for purposes of exploring, defining, clarifying, analyzing, and developing more effective ways of dealing with common experiences and problems.

Sociodrama is more effective than discussion alone for helping students to develop behavioral skills and understanding of others. It provides all participants with a common frame of reference and a protected situation in which participants can relive situations and test different ways of dealing with situations. It helps them to anticipate some consequences of their actions and to develop greater flexibility in problem solving. By exposure to others' situations they perceive the universality of certain problems and desenitize themselves toward some past disturbing experiences and dreaded future ones. Much anxiety can be relieved by rehearsal of appropriate and successful behaviors before the fact.

The principal values of sociodrama for this training package are the potential for creating arousal of new awareness and new skills via practice. The common experience is the personal behaviors and strategies as they relate to surviving and succeeding in the educational system to learn. The topics available for sociodrama are limitless and may be on any aspect

of social, educational, or vocational problems. Some examples of various subjects may be: (1) being "jittery" and confused when teacher hands out test papers, the result being poor grades (2) getting tense and rambling in speech when the teacher calls on you for a comment during discussion (3) how to handle not having completed an assignment by the due date (4) wanting recognition for superior work but feeling that to talk about pride and success would be considered bragging or not "cool," (5) wanting to ask for help but not wanting the label as "dummy" or "teacher pet" (6) wanting to show interest and enthusiasm but afraid to do so.

The brief outline that follows may serve as a helpful guide in conducting a sociodrama.

USING SOCIODRAMA IN THE CLASSROOM

There are three major pre-requisites to the successful use of sociodrama in the classroom:

1. That the class have a cooperative group feeling--everyone be concerned about the accurate portrayal and understanding of some social issue.

2. That the students who participate have some knowledge of the situation and the person they are to represent--knowledge and <u>feel</u>.

3. That the sociodrama be used as a learning device rather than an end in itself.

The whole class would be drawn into the portrayal by critically evaluating the accuracy of the presentation in light of whether the person would have said and acted in the manner of the presentation. It is sometimes advisable to go through the drama again after a discussion.

HOW TO GO ABOUT PUTTING ON A SOCIODRAMA

1. <u>Selecting the situation</u>
   a. Should be a very simple one
   b. Should involve personalities
   c. The issue should be one which arises because people have different desires, beliefs, hopes and aspirations, or a problem which occurs because people do not understand each others point of view
   d. Should involve no more than eight people and no less than four people
   e. Should describe the roles to be taken

2. <u>Choosing participants</u>
   a. When first trying out sociodrama the teacher should select students who are fairly well informed on the issue to be presented, who are imaginative, articulate, and self-assured.

b. Show offs often freeze, the shy feel insecure, and the inadequate should take the minor roles. Dramatics training is not necessarily the best because sociodrama draws upon individuals' own resources.
c. When choosing, know the background of students, placing the students in situations that will benefit them. (EXAMPLE: If the problem is one of prejudice, those with marked prejudice should unobtrusively be selected to demonstrate the issue.)

3. Setting the stage
   a. When selected send out of room to plan roles, entrance, staging, etc.

4. Preparing the audience
   a. Observe as though each one were acting it.
   b. Ask themselves, is this the way I would feel in this situation?
   c. Emphasis is placed on the expectation that there will be no finished product.

5. Acting out the situation
   a. Teacher is a cross between director and audience--if at a dead end cut the situation short.
   b. Keep the feeling of freedom of expression, allow reality and success.
   c. Encourage role-reversal and introject new roles as necessary or encourage participants to introduce new roles.
   d. Discussion can take place at points of being stuck or after each enactment.

6. Discussion is usually
   a. Class eager to make comments.
   b. Center upon (1) how people feel, (2) why they act as they do, (3) do they act as the situation calls for? If not, why?
   c. If many ideas it could be re-enacted with new actors.
   d. If more knowledge is felt needed by teacher and students this stimulates research and then re-enactment.
   e. Participants should report upon how they felt in the role.

The teacher should always make evident the fact that no one is expected to do a perfect job. Express pleasant surprise at how

well the students succeeded in the task. Sociodrama can in this manner be a very effective learning device providing both the teacher and students an exciting opportunity for joint creative learning experiences.

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